

# Youth Policy Institute Charter Schools (YPICS)

## Board Meeting

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### Date and Time

Monday September 28, 2015 at 6:00 PM PDT

### Location

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

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**MISSION** The mission of the YPI Charter Schools 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 YPI Charter Schools will become active citizens who characterize the ideals of adverse 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.

**Instructions for Presentations to the Board by Parents and Citizens** 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:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Presentations from the Public". "Presentations from the Public" is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request of Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 1157 S.

Berendo Street, Los Angeles, California 90006 or 9400 Remick Avenue, Pacoima, California 91331. Americans with Disabilities: YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at 818-834-5805/ 213-413-9600, or [info@coronacharter.org](mailto:info@coronacharter.org) / [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening items			
A. Call the Meeting to Order		Gene Straub	1 m
B. Record Attendance and Guests		Gene Straub	1 m
C. Approve Minutes from June 30, 2015	Approve Minutes	Gene Straub	2 m
<b>II. Communications</b>			<b>6:04 PM</b>
Academic Excellence Agenda Stock Description			
A. Presentations From The Public	FYI		5 m
<b>III. Consent Agenda Items</b>			
<b>IV. Finance</b>			<b>6:09 PM</b>
A. Review and Approve Bert Corona Charter School's June 2015 Financials	Vote	Irina Castillo	5 m
B. Review and Approve Monsenor Oscar Romero Charter School's June 2015 Financials	Vote	Irina Castillo	5 m
C. FY 14-15 Unaudited Actuals	Vote	Irina Castillo	5 m
D. Revised FY 15-16 YPI Valley Public Charter High School Budget	Vote	Irina Castillo	5 m
E. New YPI Team Introductions	FYI		5 m
F. GEAR UP Year 1 Budget	FYI	Irina Castillo	5 m

	Purpose	Presenter	Time
<b>G. GEAR UP Year 2 Budget</b>	FYI	Irina Castillo	5 m
<b>H. GEAR UP Roll Over Budget</b>	FYI	Irina Castillo	5 m
<b>I. School Climate Budget - Staff Introductions</b>	FYI		5 m
<b>J. MORCS Bond Authority Funding</b>	Vote	Ruben Duenas	5 m
<b>V. Open Session</b>			<b>6:59 PM</b>
<b>A. Board Review of Comparable Compensation Date for Charter School Executive Directors/CEOs</b>	Discuss	Gene Straub	10 m
<b>VI. Closed Session</b>			<b>7:09 PM</b>
<b>A. Public Employment Title: Executive Director</b>	Discuss	Gene Straub	10 m
<b>VII. Open Session</b>			<b>7:19 PM</b>
<b>A. Employment Agreement for Executive Director</b>	Vote	Gene Straub	5 m
<b>VIII. Governance</b>			<b>7:24 PM</b>
<b>A. Approved 2015 - 2016 Board Calendar</b>	FYI		
<b>B. Review and Consider New Board Member Candidate</b>	Vote	Yvette King-Berg	5 m
<b>IX. Directors' Reports</b>			<b>7:29 PM</b>
Development Agenda Stock Description			
<b>A. Directors' August/September 2015 Reports</b>	FYI		
<b>B. Executive Director's August/September Report</b>	FYI		
<b>X. For Your Information and Review</b>			
<b>A. LAUSD Charter Schools Division Oversight Process</b>	FYI		
<b>B. Review of Brown Act Training</b>	FYI		



# Coversheet

## Approve Minutes from June 30, 2015

**Section:** I. Opening Items  
**Item:** C. Approve Minutes from June 30, 2015  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 24, 2015

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Board Meeting

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#### Date and Time

Monday August 24, 2015 at 4:30 PM

#### Location

Conference Call# (605) 562-3000, Access # 1004153

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#### Trustees Present

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

#### Trustees Absent

S. Mendoza

#### Trustees who arrived after the meeting opened

A. Reza

#### Guests Present

C. Harvey (remote), I. Castillo (remote), J. Castillo (remote), K. Myers (remote), L. Simonsen (remote), R. Duenas (remote), R. Ruiz (remote), V. Nutt (remote), Y. King-Berg (remote), Y. Zubia (remote)

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### I. Opening Items

#### A. Call the Meeting to Order

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Aug 24, 2015 at 4:32 PM.

#### B. Record Attendance and Guests

#### C. Approve Minutes from June 30, 2015

M. Keipp made a motion to approve minutes from the Board Meeting on 06-30-15 Board Meeting on 06-30-15.

J. Lucente seconded the motion.

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

Board President, Gene Straub - Aye, Board Treasurer, Joe Lucente - Aye, Board Member, Mary Keipp - Aye, and Board Member, Carlos Vaquerano - Aye.

### II. Consent Agenda Items

#### A.

### **Fiscal Policy**

A. Reza arrived.

M. Keipp made a motion to approve the new fiscal policy.

C. Vaquerano seconded the motion.

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

Board President, Gene Straub - Aye, Board Treasurer, Joe Lucente - Aye, Board Member, Mary Keipp - Aye, Board Member, Carlos Vaquerano - Aye and Board Member Alex Reza - Aye.

### **III. Governance**

#### **A. Proposed 2015 - 2016 Calendar**

J. Lucente made a motion to approve the proposed 2015 - 2016 calendar with the meeting locations alternating between Monsenor Oscar Romero Charter and Bert Corona Charter School/ YPI Valley public Charter High School.

M. Keipp seconded the motion.

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

Board President, Gene Straub - Aye, Board Treasurer, Joe Lucente - Aye, Board Member, Mary Keipp - Aye, and Board Member, Carlos Vaquerano, and Board Member, Alex Reza - Aye.

### **IV. Development**

#### **A. Receipt of \$250,000 Walton Grant**

#### **B. Receipt of \$250,000 PCSGP**

#### **C. Receipt of \$250,000 Revolving Loan**

#### **D. YPI Valley Public Charter High School - Opening Update**

YPI Valley Public Charter High School currently has 63 students enrolled, housing 9th and 10th graders. Eleven of the students are identifiable special needs students and thirty are English learners. The enrollment number has been increasing daily.

### **V. Finance**

#### **A. Spring 2015 ConApp - Bert Corona and Monsenor Oscar Romero**

M. Keipp made a motion to approve the Spring 2015 ConApp for Bert Corona Charter School and Monsenor Oscar Romero Charter School.

J. Lucente seconded the motion.

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

Board President, Gene Straub - Aye, Board Treasurer, Joe Lucente - Aye, Board Member, Mary Keipp - Aye, Board Member, Carlos Vaquerano - Aye, and.

### **VI. 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 5:05 PM.

Respectfully Submitted,  
Y. Zubia



# Coversheet

## Review and Approve Bert Corona Charter School's June 2015 Financials

**Section:** IV. Finance  
**Item:** A. Review and Approve Bert Corona Charter School's June 2015  
Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BCCS\_MORCS June 2015 Board Packet.pdf

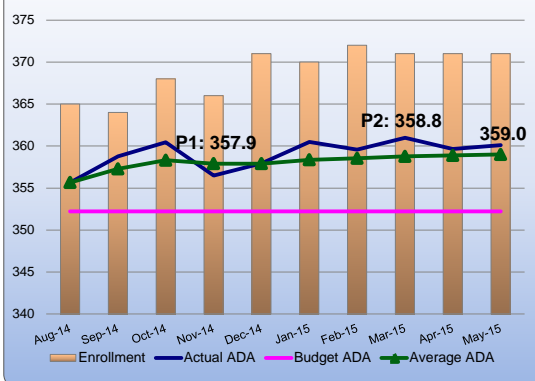
**Key Performance Indicators**

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

**KEY POINTS**

- The Local Control Funding Formula (LCFF) has 3 components:
  - Base grant - same for every California student by grade span
  - Supplemental grant - 20% of base grant for students who are low income, in foster care, or are English Learners
  - Concentration grant -50% of base grant for high-need students over 55% threshold. In charter schools, the concentration grant is capped at the percentage of high need students in the district in which the charter school is located.
- Anticipated time of full implementation of LCFF is 8 years. In FY13-14 state funded 12% and in FY14-15 will fund 29.56% of the gap between a school's current funding and the amount a school would receive under full LCFF implementation.
- For FY14-15 LCFF Target rate per ADA is \$9,597 and funded rate is \$7,418

2014-15 ADA & Enrollment



ADA Analysis

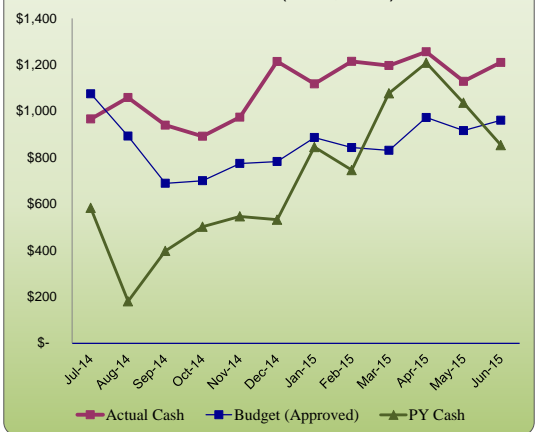
Category	Actual through	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	371	371	365	6	364
ADA %	97.4%	97.5%	96.5%	1.0%	97.8%
Average ADA	359.00	358.76	352.23	6.53	358.69

Revenue & Expenses per ADA

Category	Budget	Forecast
Revenue	11,526	13,461
Revenue w/o Fundraising	11,509	13,397
Expense	11,497	12,667

INCOME STATEMENT	FY 14-15 YTD			FY 14-15 Forecast					FY 13-14 Actual		FY 12-13 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Actual	% of Total	Total Budget	% of Total	Variance B/(W)	13-14	% of Total	12-13	% of Total
LCFF	2,651,904	2,568,679	83,225	2,651,904	55%	2,568,679	63%	83,225	2,233,779	55%	1,883,868	40%
Federal Revenue	1,426,943	973,941	453,002	1,426,943	30%	973,941	24%	453,002	1,036,595	25%	1,801,843	39%
State Revenue	684,510	502,205	182,305	658,942	14%	502,205	12%	156,737	670,493	16%	904,602	19%
Other Local Revenue	42,971	9,000	33,971	68,539	1%	9,000	0%	59,539	140,226	3%	52,883	1%
Grants/Fundraising	22,999	6,000	16,999	22,999	0%	6,000	0%	16,999	13,787	0%	9,724	0%
<b>TOTAL REVENUE</b>	<b>4,829,327</b>	<b>4,059,826</b>	<b>769,501</b>	<b>4,829,327</b>		<b>4,059,826</b>		<b>769,501</b>	<b>4,094,880</b>		<b>4,652,921</b>	
Certificated Salaries	950,648	1,087,454	136,806	950,648	21%	1,087,454	27%	136,806	898,677	24%	976,711	22%
Classified Salaries	472,138	317,317	(154,821)	472,138	10%	317,317	8%	(154,821)	343,935	9%	698,705	16%
Benefits	390,473	390,596	123	390,473	9%	390,596	10%	123	317,721	8%	415,222	9%
Student Supplies	600,966	523,393	(77,573)	600,966	13%	523,393	13%	(77,573)	492,407	13%	501,125	11%
Operating Expenses	1,562,842	1,199,014	(363,828)	1,562,842	34%	1,199,014	30%	(363,828)	1,194,513	32%	1,358,914	30%
Other	567,229	531,653	(35,576)	567,229	12%	531,653	13%	(35,576)	525,033	14%	517,193	12%
<b>TOTAL EXPENSES</b>	<b>4,544,296</b>	<b>4,049,427</b>	<b>(494,869)</b>	<b>4,544,296</b>		<b>4,049,427</b>		<b>(494,869)</b>	<b>3,772,286</b>		<b>4,467,870</b>	
<b>INCOME / (LOSS)</b>	<b>285,031</b>	<b>10,399</b>	<b>274,632</b>	<b>285,031</b>		<b>10,399</b>		<b>274,632</b>	<b>322,594</b>		<b>185,051</b>	

Cash Balance (in \$1,000's)



Y/E Cash Balance

Projected	Budget	Variance
1,210,056	960,957	249,099

Balance Sheet	6/30/2014	5/31/2015	6/30/2015 Actual	Notes
<b>Assets</b>				
Cash	853,618	1,128,414	1,210,056	
Accounts Receivable	572,750	2,222	683,439	
Due From Others	515	56	(0)	
Other Assets	10,074	38,519	42,570	
Net Fixed Assets	702,470	612,883	652,689	
<b>Total Assets</b>	<b>2,139,427</b>	<b>1,782,094</b>	<b>2,588,754</b>	
<b>Liabilities</b>				
A/P & Payroll	102,824	32,286	351,083	
Due to Others	84,176	12,850	28,112	
Deferred Revenue	70,490	54,784	54,784	
Total Debt	18,593	7,416	6,400	
<b>Total Liabilities</b>	<b>276,084</b>	<b>107,337</b>	<b>440,379</b>	
<b>Equity</b>				
Beginning Fund Bal.	1,540,750	1,863,343	1,863,343	
Net Income/(Loss)	322,594	(188,586)	285,031	
<b>Total Equity</b>	<b>1,863,343</b>	<b>1,674,757</b>	<b>2,148,374</b>	
<b>Total Liabilities &amp; Equity</b>	<b>2,139,427</b>	<b>1,782,094</b>	<b>2,588,754</b>	

Days Cash on Hand	86	93	100	> 45 days is good
Cash Reserve %	23%	25%	27%	



## BERT CORONA CHARTER SCHOOL Financial Analysis June 2015

### Net Income

BERT CORONA CHARTER SCHOOL has achieved a net income of \$285K in FY14-15 compared to \$10K in the board approved budget. Reasons for this positive \$275K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of June 30, 2015, the school's cash balance was \$1,210K, which represents a 27.5% reserve.

As of June 30, 2015, the Accounts Receivable balance was \$683K.

As of June 30, 2015, the Accounts Payable balance, including payroll liabilities, totaled \$351K.

As of June 30, 2015, BCCS had a debt balance of \$6K compared to \$7K in the prior month.

### Income Statement

#### *Revenue*

Total revenue for FY14-15 is \$4,829K, which is \$770K or 19% over budgeted revenue of \$4,060K.

**Object Code 8297** – Other Federal Revenue is higher than budget by \$425K due to GEAR UP funding. This additional revenue is offset by additional expenses as follows:

*Object 1300* – Admin Salaries \$21K

*Object 4310* – Student Materials \$62K

*Object 5850* – Non-Instructional Consultants \$306K

**Object Code 8550** – Mandate Block Grant Revenue is higher than budget by \$24K due to one-time funding.

**Object Code 8591** – SB740 Revenue is higher than budget by \$104K due to under accrual in FY13-14. This revenue does not include any FY14-15 estimated remodeling costs reimbursements.

#### *Expenses*

Total expenses for FY14-15 are \$4,544K, which is \$495K or 12% over budgeted expenditures of \$4,049K.

**Object Code 1110 and 2100** – Teacher salaries are lower than budgeted by \$181K while Instructional Aid salaries are higher than budget by \$148K due to reclassification of non-certificated teacher to Object code 2100

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



**Object Code 3401** – Health & Welfare expense is higher than budget by \$26K

**Object Code 5900** – Communication expense is \$34K higher than budgeted

### **ADA**

Budgeted average ADA for FY14-15 is 352.23 based on an enrollment of 365 and a 96.5% attendance rate.

The forecast assumes an ADA of 358.76 based on an enrollment of 371 and a 97.5% attendance rate.

In Month 10, ADA was 360.11 with 371 students enrolled at the end of the month and a 97% ADA rate.

Average ADA for the year (through Month 10) is 359.00 (a 97.4% ADA rate for the year to date).

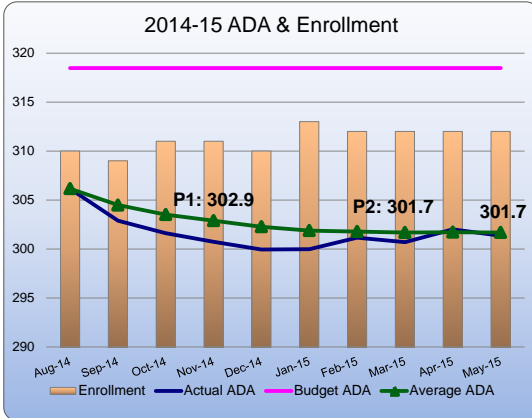
*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

**Key Performance Indicators**

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

**KEY POINTS**

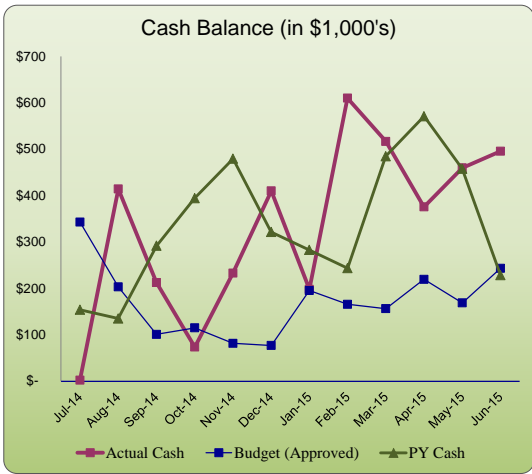
- The Local Control Funding Formula (LCFF) has 3 components:
  - Base grant - same for every California student by grade span
  - Supplemental grant – 20% of base grant for students who are low income, in foster care, or are English Learners
  - Concentration grant -50% of base grant for high-need students over 55% threshold. In charter schools, the concentration grant is capped at the percentage of high need students in the district in which the charter school is located.
- Anticipated time of full implementation of LCFF is 8 years. In FY13-14 state funded 12% and in FY14-15 will fund 29.56% of the gap between a school's current funding and the amount a school would receive under full LCFF implementation.
- For FY14-15 LCFF Target rate per ADA is \$9,768 and funded rate is \$7,566



Category	Actual through	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	312	312	330	(18)	331
ADA %	97.1%	97.2%	96.5%	0.7%	97.7%
Average ADA	301.69	301.69	318.45	(16.76)	328.38

Category	Budget	Forecast
Revenue	9,910	11,448
Revenue w/o Fundraising	9,860	11,400
Expense	9,830	10,643

INCOME STATEMENT	FY 14-15 YTD			FY 14-15 Forecast					FY 13-14 Actual		FY 12-13 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Actual	% of Total	Total Budget	% of Total	Variance B/(W)	13-14	% of Total	12-13	% of Total
LCFF	2,273,172	2,369,627	(96,455)	2,273,172	66%	2,369,626	75%	(96,454)	2,099,139	56%	1,600,559	56%
Federal Revenue	482,999	467,768	15,231	482,999	14%	467,766	15%	15,233	471,900	12%	449,588	16%
State Revenue	610,461	253,598	356,863	592,525	17%	253,594	8%	338,930	1,003,699	27%	813,396	28%
Other Local Revenue	72,473	49,000	23,473	90,409	3%	49,000	2%	41,409	192,922	5%	(11,799)	0%
Grants/Fundraising	14,500	16,000	(1,500)	14,500	0%	16,000	1%	(1,500)	9,616	0%	20,002	1%
<b>TOTAL REVENUE</b>	<b>3,453,605</b>	<b>3,155,993</b>	<b>297,612</b>	<b>3,453,605</b>		<b>3,155,986</b>		<b>297,618</b>	<b>3,777,276</b>		<b>2,871,745</b>	
Certificated Salaries	942,337	979,952	37,615	942,337	29%	979,950	31%	37,613	818,525	27%	745,925	28%
Classified Salaries	404,835	420,863	16,028	404,835	13%	420,862	13%	16,027	353,662	12%	232,258	9%
Benefits	374,857	340,377	(34,480)	374,857	12%	340,375	11%	(34,482)	300,109	10%	286,932	11%
Student Supplies	423,163	438,911	15,748	423,163	13%	438,905	14%	15,743	447,492	15%	321,155	12%
Operating Expenses	697,806	531,883	(165,923)	697,806	22%	531,889	17%	(165,917)	685,066	23%	713,746	26%
Other	367,960	418,460	50,500	367,960	11%	418,458	13%	50,498	413,448	14%	401,007	15%
<b>TOTAL EXPENSES</b>	<b>3,210,957</b>	<b>3,130,446</b>	<b>(80,511)</b>	<b>3,210,957</b>		<b>3,130,439</b>		<b>(80,518)</b>	<b>3,018,301</b>		<b>2,701,022</b>	
<b>INCOME / (LOSS)</b>	<b>242,648</b>	<b>25,547</b>	<b>217,101</b>	<b>242,648</b>		<b>25,547</b>		<b>217,101</b>	<b>758,975</b>		<b>170,723</b>	



Balance Sheet	6/30/2014	5/31/2015	6/30/2015 Actual	Notes
<b>Assets</b>				
Cash	228,492	459,983	495,616	
Accounts Receivable	649,394	75,680	385,392	
Due From Others	625,461	0	51,333	
Other Assets	9,915	2,742	28,503	
Net Fixed Assets	1,123,463	1,446,591	1,460,177	
<b>Total Assets</b>	<b>2,636,725</b>	<b>1,984,997</b>	<b>2,421,021</b>	
<b>Liabilities</b>				
A/P & Payroll	664,320	37,113	103,826	
Due to Others	186,290	111,747	112,991	
Deferred Revenue	54,444	354,006	54,444	
Total Debt	528,698	528,698	704,139	
<b>Total Liabilities</b>	<b>1,433,753</b>	<b>1,031,563</b>	<b>975,400</b>	
<b>Equity</b>				
Beginning Fund Bal.	443,997	1,202,972	1,202,972	
Net Income/(Loss)	758,975	(249,540)	242,648	
<b>Total Equity</b>	<b>1,202,972</b>	<b>953,433</b>	<b>1,445,620</b>	
<b>Total Liabilities &amp; Equity</b>	<b>2,636,725</b>	<b>1,984,996</b>	<b>2,421,020</b>	

Projected	Budget	Variance
495,616	243,335	252,281

Days Cash on Hand	28	52	57	> 45 days is good
Cash Reserve %	8%	14%	16%	



## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### June 2015

#### Net Income

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL has achieved a net income of \$243K in FY14-15 compared to \$26K in the board approved budget. Reasons for this positive \$217K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of June 30, 2015, the school's cash balance was \$496K, which represents a 15.5% reserve.

As of June 30, 2015, the Accounts Receivable balance was \$77K.

As of June 30, 2015, the Accounts Payable balance, including payroll liabilities, totaled \$103K.

As of June 30, 2015, MORCS had a debt balance of \$704K. The total amount of debt represents a portion of Prop 1D that will need to be repaid starting one year after the project is complete.

#### Income Statement

##### *Revenue*

Total revenue for FY14-15 is \$3,454K, which is \$298K or 9% over budgeted revenue of \$3,156K.

**Object Code 8291** – Title I Revenue is higher than budget by \$30K based on the latest apportionment schedule released by CDE

**Object Code 8550** – Mandate Block Grant Revenue is higher than budget by \$22K due to one-time funding

**Object Code 8599** – Other State Revenue is higher than budget by \$325K due to receipt of ASES grant \$150K and Prop 1D revenue of \$175K

##### *Expenses*

Total expenses for FY14-15 are \$3,211K, which is \$81K or 3% over budgeted expenditures of \$3,130K.

**Object Code 3401** – Health & Welfare expense is higher than budget by \$47K

**Object Code 5812** – Pupil Transportation cost is lower than budgeted amounts by \$25K based on a lower enrollment for MORCS

**Object Code 5851** – Instructional Consultants expense is higher than budget by \$194K due to receipt of ASES grant (\$150K), higher than budgeted Substitute costs (\$15K) and higher SPED costs (\$20K)

**Object Code 7310** – Indirect Cost is lower than budgeted amounts by \$56K based on a lower enrollment for MORCS

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



## **ADA**

Budgeted average ADA for FY14-15 is 318.45 based on an enrollment of 330 and a 96.5% attendance rate.

The forecast assumes an ADA of 301.68 based on an enrollment of 312 and a 97.2% attendance rate.

In Month 10, ADA was 301.37 with 312 students enrolled at the end of the month and a 96% ADA rate.

Average ADA for the year (through Month 10) is 301.69 (a 97.1% ADA rate for the year to date).

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

**YPI Charter Schools  
Check Register  
From 6/1/2015 to 6/30/2015**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount	MGT Co
BERT CORONA CHARTER SCHOOL	300904	6/23/2015	TRANSFER FUNDS FROM WF TO PWB	650,000.00	BC
WELLS FARGO	06/24/15 - ED	6/24/2015	Y. KING-BERG AUTOMATIC PAYMENT	3,603.69	BC
WELLS FARGO	06/24/15 - ED1	6/24/2015	R. DUENAS AUTOMATIC PAYMENT	1,785.19	BC
MONSEOR OSCAR ROMERO CHARTER SCH	21567	6/23/2015	TRANSFER FUNDS FROM WF TO PWB	140,000.00	OR
4PCTECS, INC	301694	6/11/2015	LABOR- REPAIRED 7 IMAC LAPTOPS	2,100.00	BC
4PCTECS, INC		6/11/2015	MACBOOK REPAIR	536.00	OR
ADAM BRUNO	301699	6/11/2015	05/15 - 5/29/15 - COUNSELING	712.50	BC
APPLE INC.	301658	6/2/2015	IMAC LAPTOP FOR HS ADMINISTRATOR	1,322.93	HS
AT&T	301697	6/11/2015	04/22 - 05/21/15 - FAX SERVICE# 21342729500679	146.04	OR
ATKINSON, ANDELSON, LOYA, RUUD & ROM	301696	6/11/2015	04/15 - LEGAL SERVICES	216.56	OR
BETTER 4 YOU BREAKFASTS, INC	301726	6/25/2015	04/15 - STUDENT BREAKFASTS	12,253.50	BC
BETTER 4 YOU BREAKFASTS, INC		6/25/2015	05/15 - STUDENT LUNCHES	16,644.13	OR
BUGS A TO Z PEST SERVICES INC	301700	6/11/2015	5/30/15 - PEST CONTROL	115.00	BC
BUILDING CONSTRUCTION SPECIALTIES, II	301659	6/2/2015	5/04 - 05/10/15 - INSTALL RESTROOM DOOR, WATER FOUNTAIN	1,000.00	BC
C/O LSQ FUNDING GROUP, LLC	301712	6/11/2015	04/15 - STUDENT LUNCHES & LATE FEE	23,661.90	BC
C/O LSQ FUNDING GROUP, LLC	301740	6/25/2015	05/15 - STUDENT LUNCHES	15,927.60	BC
C/O LSQ FUNDING GROUP, LLC		6/25/2015	04/15 - STUDENT LUNCHES	18,407.88	OR
C/O LSQ FUNDING GROUP, LLC		6/25/2015	05/15 - STUDENT BREAKFASTS AND SNACKS	12,198.80	OR
CAL BLEND SOILS, INC.	301701	6/11/2015	LEAFPOST FOR FIELD	790.25	BC
CALIFORNIA SECRETARY OF STATE	301727	6/25/2015	CERTIFICATE OF AMENDMENT FILING FEE	350.00	CA
CHARTER LIFE	301660	6/2/2015	06/15 - HEALTH PREMIUMS	24,965.89	BC
CHARTER LIFE		6/2/2015	06/15 - HEALTH PREMIUMS	17,447.10	OR
CHARTER LIFE	301728	6/25/2015	07/15 - HEALTH PREMIUMS	19,754.19	BC
CHARTER LIFE		6/25/2015	07/15 - HEALTH PREMIUMS	6,161.77	CA
CHARTER LIFE		6/25/2015	07/15 - HEALTH PREMIUMS	2,136.80	OR
CHARTER LIFE		6/25/2015	07/15 - HEALTH PREMIUM	11,709.11	OR
DEAN SECURITY, LOCK, & SAFE	301661	6/2/2015	KEYS TO ELECTRICAL BOX	10.43	BC
DEPARTMENT OF TOXIC SUBSTANCES CON	301687	6/2/2015	01/15 - 03/15 - ENVIRONMENTAL SITE ASSESSMENTS	4,043.22	OR
DIRECTED	301662	6/2/2015	04/27 - 05/1/15 - SUBSTITUTE SERVICES	887.00	OR
DIRECTED	301703	6/11/2015	04/13/15 - SUBSTITUTE SERVICES	139.00	BC
DIRECTED		6/11/2015	04/21/15 - SUBSTITUTE SERVICES	181.00	BC
DIRECTED		6/11/2015	05/28/15 - SUBSTITUTE SERVICES	543.00	BC
DIRECTED		6/11/2015	05/04 - 05/08/15 - SUBSTITUTE SERVICES	719.00	OR
DIRECTED		6/11/2015	05/11 - 05/15/15 - SUBSTITUTE SERVICES	719.00	OR
DIRECTED		6/11/2015	05/26 - 05/29/15 - SUBSTITUTE SERVICES	724.00	OR
DIRECTED		6/11/2015	04/07 - 04/11/15 - SUBSTITUTE SERVICES	724.00	OR
DIRECTED	301729	6/25/2015	04/29/15 - SUBSTITUTE SERVICES	181.00	BC
DIRECTED		6/25/2015	06/03/15 - SUBSTITUTE SERVICES	326.00	BC
DIRECTED		6/25/2015	05/18 - 05/22/15 - SUBSTITUTE SERVICES	761.00	OR
DIRECTED		6/25/2015	06/01 - 06/05/15 - SUBSTITUTE SERVICES	767.00	OR
DOWNTOWN MINI WAREHOUSE, LLP	301663	6/2/2015	06/15 - STORAGE RENT	325.00	OR
DOWNTOWN MINI WAREHOUSE, LLP	301730	6/25/2015	07/15 - STORAGE RENT	325.00	OR
EXED	301731	6/25/2015	06/15 - MANAGEMENT CONTRACT FEE	12,310.24	CA
FIRSTGROUP AMERICA	301664	6/2/2015	04/15 - TRANSPORTATION	14,218.38	OR
FIRSTGROUP AMERICA	301732	6/25/2015	05/15 - TRANSPORTATION	15,798.20	OR
FRANCISCO TOPETE	301683	6/2/2015	05/01 - 05/15/15 - MAINTENANCE SERVICES	1,056.00	BC
FRANCISCO TOPETE	301715	6/11/2015	05/16 - 05/31/15 - MAINTENANCE SERVICES	960.00	BC
FRANCISCO TOPETE	301745	6/25/2015	06/01 - 06/15/15 - MAINTENANCE SERVICES	1,152.00	BC
GKKWORKS	301665	6/2/2015	03/15 - DSA APPROVAL	10,728.39	OR
GREEN WORKS DEVELOPMENT	301721	6/17/2015	FACILITY REPAIR, INSTALL ELECTRICAL OUTLETS, AND LIGHT	20,000.00	BC
HOME DEPOT CREDIT SERVICES	301734	6/25/2015	SCREWS, TAPE, SPARY BOTTLES	195.90	BC
HOME DEPOT CREDIT SERVICES		6/25/2015	SOIL, PIPES, PLANTS, ETC	378.63	BC
HYPE PROJECT OF COMMUNITY PARTNERS	301667	6/2/2015	FY15/16 - 7 & 8TH GRADE PRE- PLACEMENT SERVICES	7,500.00	BC
HYPE PROJECT OF COMMUNITY PARTNERS		6/2/2015	FY15/16 - 7 & 8TH GRADE PRE-PLACEMENT SERVICES	7,500.00	OR
IMPACT CANINE SOLUTIONS	301704	6/11/2015	05/28/15 - CANINE SERVICE	180.00	BC
ING	301668	6/2/2015	05/31/15 - 403B PAYMENT	412.00	BC
ING		6/2/2015	05/31/15 - 403B PAYMENT	150.00	OR
ING	301722	6/22/2015	06/15/15 - 403B PAYMENT	412.00	BC
ING		6/22/2015	06/15/15 - 403B PAYMENT	150.00	OR
INTERQUEST DETECTION CANINES	301669	6/2/2015	03/24 & 04/24/15 - CANINIE DETECTION	160.00	OR
ISIS GUZMAN	301147	6/30/2015	09/24/14 - GALEN CTR - PARKING FEE	(20.00)	BC
ISIS GUZMAN	301666	6/2/2015	04/24/15 - REIMBURSEMENT	44.72	BC
ITSVAVY LLC	301670	6/2/2015	CISCO SMARTNET EXTENDED SERVICE AGREEMENT	2,046.80	OR
J.A.C.C	301735	6/25/2015	07/15 - RENT	8,500.00	BC
JENNIFER I. OBANDO-SALGUERO	301708	6/11/2015	05/15 - PSYCHOLOGICAL EVALUATIONS	700.00	BC
JENNIFER I. OBANDO-SALGUERO		6/11/2015	05/15 - PSYCHOLOGICAL EVALUATIONS	3,500.00	OR
JESUS ACOSTA	301695	6/11/2015	05/15 - LANDSCAPING MAINTENANCE	600.00	BC
JOSE CASTILLO	300725	6/30/2015	04/21/14 - REIMBURSEMENT	(322.09)	OR
JOSE CASTILLO		6/30/2015	05/12/14 - REIMBURSEMENT	(33.99)	OR
KELLY PAPER	301705	6/11/2015	COPY PAPER	387.55	OR
KIRK TAKEYAMA	300713	6/30/2015	04/23/14 - REIMBURSEMENT	(205.90)	BC
LA DEPT. OF WATER AND POWER	301688	6/2/2015	04/15 - 05/14/15 - ELECTRIC CHARGES	3,669.32	BC
LA DEPT. OF WATER AND POWER	301689	6/2/2015	04/15 - 05/14/15 - WATER AND SANITATION	1,040.14	BC
LAKESHORE LEARNING MATERIALS	301671	6/2/2015	PAINT	61.80	BC
LAW OFFICES OF YOUNG, MINNEY & CORR	301672	6/2/2015	04/15 - LEGAL SERVICES	375.00	BC
LOS ANGELES COUNTY OFFICE OF EDUCAT	06/30/15 - STRS	6/30/2015	06/15 - FY14/15 - STRS PAYMENT	12,966.36	BC



**YPI Charter Schools  
Check Register  
From 6/1/2015 to 6/30/2015**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount	MGT Co
LOS ANGELES COUNTY OFFICE OF EDUCATION		6/30/2015	06/15 - FY14/15 - STRS PAYMENT	4,040.40	CA
LOS ANGELES COUNTY OFFICE OF EDUCATION		6/30/2015	06/15 - FY14/15 - STRS PAYMENT	13,980.74	OR
LOS ANGELES UNIFIED SCHOOL DISTRICT	301706	6/11/2015	ADULT PARTICIPANTS FEE	5,116.50	BC
MAJOR METROPOLITAN SECURITY	301673	6/2/2015	06/15 - MONITORING	220.00	BC
MAJOR METROPOLITAN SECURITY	301736	6/25/2015	07/15 - MONITORING	220.00	BC
MASERGY CLOUD COMMUNICATIONS, INC	301698	6/11/2015	05/15 - TELECOMMUNICATION SERVICES	89.38	BC
MASERGY CLOUD COMMUNICATIONS, INC		6/11/2015	05/15 - TELECOMMUNICATION SERVICES	51.66	OR
MIKE CRASE	301702	6/11/2015	05/06/15 - REIMBURSEMENT	205.98	BC
MIKE CRASE		6/11/2015	05/20/15 - REIMBURSEMENT	625.12	BC
MITCHELL SILBERBERG & KNUPP LLP	301707	6/11/2015	04/15 - LEGAL SERVICES	161.25	CA
NEOFUNDS BY NEOPOST	301690	6/2/2015	POSTAGE	203.00	BC
OLIVER WORLDCLASS LABS	301737	6/25/2015	SMART BOARD PROJECTOR	2,999.35	BC
OPPENHEIMERFUNDS SERVICES	301674	6/2/2015	05/31/15 - 403B PAYMENT	175.00	BC
OPPENHEIMERFUNDS SERVICES		6/2/2015	05/31/15 - 403B PAYMENT	50.00	OR
OPPENHEIMERFUNDS SERVICES	301723	6/22/2015	06/15/15 - 403B PAYMENT	50.00	BC
OPPENHEIMERFUNDS SERVICES		6/22/2015	06/15/15 - 403B PAYMENT	125.00	CA
OPPENHEIMERFUNDS SERVICES		6/22/2015	06/15/15 - 403B PAYMENT	50.00	OR
PARTNERSHIPS TO UPLIFT COMMUNITIES	301677	6/2/2015	FY14/15 - CLINICAL COUNSELING	15,000.00	BC
PARTNERSHIPS TO UPLIFT COMMUNITIES		6/2/2015	FY14/15 - CLINICAL COUNSELING	15,000.00	OR
PETER HUANG AND LORETTA HUANG	301709	6/11/2015	10/15 - CA OFFICE LEASE & SECURITY DEPOSIT	8,250.00	CA
PITNEY BOWES	301675	6/2/2015	03/30 - 06/30/15 - POSTAGE METER RENTAL	176.43	OR
PITNEY BOWES	301738	6/25/2015	POSTAGE METER RENTAL & LATE FEE	257.64	OR
PRN NURSING CONSULTANTS	301676	6/2/2015	4/30/15 - HEALTH SCREENINGS	1,977.95	BC
PRN NURSING CONSULTANTS		6/2/2015	4/7/15 - AUDIO SCREENINGS	680.00	BC
PRN NURSING CONSULTANTS		6/2/2015	4/16/15 - AUDIO SCREENINGS	640.00	OR
PRN NURSING CONSULTANTS		6/2/2015	4/16/15 - HEALTH SCREENINGS	1,832.30	OR
PRN NURSING CONSULTANTS	301710	6/11/2015	03/30 15 - NURSING CONSULTANT	220.00	BC
PURCHASE POWER	301678	6/2/2015	FINANCE CHARGES AND LATE FEE	58.07	OR
PURE WATER OF LA	301679	6/2/2015	05/15 - WATER COOLER SERVICE	76.30	BC
PURE WATER OF LA	301739	6/25/2015	06/15 - WATER COOLER SERVICE	76.30	BC
REPUBLIC SERVICES #902	301657	6/2/2015	05/15 - WASTE DISPOSAL	836.38	BC
REPUBLIC SERVICES #902	301725	6/25/2015	06/15 - WASTE DISPOSAL	836.38	BC
RIDERS EXPRESS T&C	301711	6/11/2015	06/12 - 06/14/15 - FIELD TRIP - CAMP CLEAR CREEK	1,100.00	BC
RITA FUNK	301733	6/25/2015	5/14/15 - REIMBURSEMENT	96.71	BC
ROYAL DINING FOODS	301691	6/2/2015	04/15 - JANITORIAL SERVICES	2,250.00	OR
RUBEN DUENAS	301693	6/4/2015	06/04/15 - SALARY ADVANCE - R. DUENAS	5,000.00	BC
SCHOOL OUTFITTERS	301741	6/25/2015	DRY ERASE BOARD, BOARD EASEL, ACTIVITY TABLE	4,998.14	BC
SCHOOL OUTFITTERS		6/25/2015	HEADPHONES FOR TESTING	274.09	BC
SHARON NEELY-ASHFORD	301720	6/17/2015	10/08 - 10/10/14 - REIMBURSEMENT	(27.21)	OR
SHARON NEELY-ASHFORD		6/17/2015	BESTBUY - TRIPOD AND MEMORY CARD	57.73	OR
SOCAL OFFICE TECHNOLOGIES, INC	301680	6/2/2015	04/11 - 05/10/15 - COPIER MAINTENANCE	358.11	BC
SOCAL OFFICE TECHNOLOGIES, INC		6/2/2015	05/11 - 06/10/15 - COPIER MAINTENANCE	358.11	BC
SOCAL OFFICE TECHNOLOGIES, INC		6/2/2015	05/11 - 06/10/15 - COPIER MAINTENANCE	358.10	OR
SOCAL OFFICE TECHNOLOGIES, INC		6/2/2015	04/11 - 05/10/15 - COPIER MAINTENANCE	358.10	OR
Sparkletts	301681	6/2/2015	4/16 - 5/1/15 - WATER COOLER SERVICE #9319	46.40	OR
STOVER SEED COMPANY	301713	6/11/2015	SEED FOR FIELD	809.33	BC
SUCCESS FOR ALL FOUNDATION, INC.	301682	6/2/2015	04/15/15 - ONSITE TRAINING	2,300.00	OR
SUCCESS FOR ALL FOUNDATION, INC.		6/2/2015	04/13/15 - ONSITE TRAINING	2,300.00	OR
TEACHERS ON RESERVE	301714	6/11/2015	04/20 - 04/24/15 - SUBSTITUTE SERVICES	917.25	OR
TEACHERS ON RESERVE		6/11/2015	05/01/15 - SUBSTITUTE SERVICES	417.75	OR
TEACHERS ON RESERVE		6/11/2015	05/04 - 05/08/15 - SUBSTITUTE SERVICES	290.48	OR
TEACHERS ON RESERVE		6/11/2015	05/11 - 05/15/15 - SUBSTITUTE SERVICES	158.87	OR
TEACHERS ON RESERVE		6/11/2015	05/18 - 05/22/15 - SUBSTITUTE SERVICES	1,225.86	OR
TEACHERS ON RESERVE	301742	6/25/2015	06/01 - 06/05/15 - SUBSTITUTE SERVICES	389.30	OR
THE 101 PRINTERES	301743	6/25/2015	STUDENT WRITING BOOKS FOR CASA PROJECTS	575.00	OR
TIME WARNER CABLE	301744	6/25/2015	06/14 - 07/13/15 - INTERNET SERVICES	101.69	OR
TOTAL EDUCATION SOLUTIONS	301716	6/11/2015	04/15 - SPECIAL ED SERVICES	1,543.75	BC
TOTAL EDUCATION SOLUTIONS		6/11/2015	04/15 - SPECIAL ED SERVICES	3,490.00	OR
UNUM	301684	6/2/2015	06/15 - LIFE PREMIUM #0631100-0203	377.70	BC
UNUM		6/2/2015	06/15 - LIFE PREMIUM #0631100-0197	37.20	OR
UNUM	301724	6/22/2015	07/15 - PREMIUM ACCT#0933184-0015	174.31	BC
UNUM		6/22/2015	07/15 - PREMIUM ACCT#0933184-0015	66.61	CA
UNUM		6/22/2015	07/15 - PREMIUM ACCT#0933184-0015	197.29	OR
VERIZON	301692	6/2/2015	05/13 - 06/12/15 - FAX ACCT#011733112601520309	156.86	BC
VICENTI LLOYD STUTZMAN LLP	301746	6/25/2015	FY14/15 - 1ST PROGRESS AUDIT SERVICES	2,750.00	CA
WAXIE SANITARY SUPPLY	301685	6/2/2015	BATH TISSUE, HAND WASH, TILT TRUCK	689.87	BC
WAXIE SANITARY SUPPLY	301747	6/25/2015	ROLL LINER, TISSUE, TOWEL, ETC	350.13	BC
XEROX CORPORATION	301686	6/2/2015	04/15 - COPIER LEASE - BRE# 245058	636.11	BC
XEROX CORPORATION	301717	6/11/2015	04/15 - COPIER LEASE - BRE#246004	371.49	BC
YPI	301718	6/11/2015	FY14/15 - ASES GRANT - FINAL PAYMENT	15,000.00	BC
YPI		6/11/2015	FY14/15 - ASES GRANT - FINAL PAYMENT	15,000.00	OR
YPI	301719	6/12/2015	SCHOOL CLIMATE SUBCONTRACT	13,968.08	BC
YPI	301748	6/25/2015	SES TUTORING SERVICES - 1ST PAYMENT	1,600.00	BC
YPI		6/25/2015	SES TUTORING SERVICES - 1ST PAYMENT	1,600.00	OR
Report Total				1,278,897.27	

# Coversheet

## FY 14-15 Unaudited Actuals

**Section:** IV. Finance  
**Item:** C. FY 14-15 Unaudited Actuals  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY14-15 UAR BCCS.pdf  
FY14-15 UAR MORCS.pdf

Bert Corona Charter School				1805401			
<b>FI CHARTER SCHOOL - FUND 62</b>							
<b>FY15 UAR - FY15 UAR DUE DATE: 08/07/2015 (FRIDAY)</b>							
<b>BALANCE SHEET - FULL ACCRUAL</b>							
							<b>UNAUDITED ACTUALS</b>
<b>ASSETS</b>				<b>Object Codes</b>	<b>Resource Codes</b>	<b>AS OF 6/30/15</b>	
Cash							
a) In County Treasury				9110		-	
1) Fair Value Adjustment to Cash in County Treasury				9111		-	
b) In Banks				9120		1,210,055.59	
c) In Revolving Fund				9130		-	
d) with Fiscal Agent				9135		-	
e) collection awaiting deposit				9140		-	
Investments				9150		-	
Accounts Receivable(Includes Pledges)				9200		(0.01)	
Due from Grantor Government				9290		683,439.13	
Stores				9320		-	
Prepaid Expenditures				9330		42,569.69	
Other Current Assets				9340		-	
Fixed Assets:							
a) Land				9410		-	
b) Land Improvements				9420		118,763.93	
c) <b>Less - Accumulated Depreciation-Land Improvements</b>				9425		(36,509.76)	
d) Buildings				9430		1,148,787.63	
e) <b>Less - Accumulated Depreciation-Buildings</b>				9435		(744,369.48)	
f) Equipment				9440		526,051.31	
g) <b>Less - Accumulated Depreciation-Equipment</b>				9445		(432,835.41)	
h) Work in Progress				9450		72,801.05	
<b>TOTAL ASSETS</b>						<b>2,588,753.67</b>	
<b>LIABILITIES</b>							
Accounts Payable				9500		344,777.61	
Due to Grantor Governments				9590		15,866.58	
Current Loans				9640		-	
Unearned Revenue ( <b>terminology changed from Deferred Revenue</b> )				9650		54,784.00	
Long-Term Liabilities:							
Other Postemployment Benefits				9664		-	
Compensated Absences				9665		18,548.12	
COPs Payable				9666		-	
Capital Leases Payable				9667		-	
Lease Revenue Bonds Payable				9668		-	
Other General Long-Term Debt				9669		6,400.02	
<b>TOTAL LIABILITIES</b>						<b>440,376.33</b>	
<b>NET POSITION, June 30</b>						<b>2,148,377.34</b>	
<b>DIFF BET. FUND END BAL &amp; FUND EQTY ( this should be zero)</b>						<b>-</b>	



Monsnr Oscar Romero Chtr MS				1819601			
<b>FI CHARTER SCHOOL - FUND 62</b>							
<b>FY15 UAR - FY15 UAR DUE DATE: 08/07/2015 (FRIDAY)</b>							
<b>BALANCE SHEET - FULL ACCRUAL</b>							
							<b>UNAUDITED ACTUALS</b>
<b>ASSETS</b>				<b>Object Codes</b>	<b>Resource Codes</b>	<b>AS OF 6/30/15</b>	
Cash							
a) In County Treasury				9110		-	
1) Fair Value Adjustment to Cash in County Treasury				9111		-	
b) In Banks				9120		320,174.59	
c) In Revolving Fund				9130		-	
d) with Fiscal Agent				9135		-	
e) collection awaiting deposit				9140		-	
Investments				9150		-	
Accounts Receivable(Includes Pledges)				9200		51,332.77	
Due from Grantor Government				9290		385,392.01	
Stores				9320		-	
Prepaid Expenditures				9330		28,503.27	
Other Current Assets				9340		-	
Fixed Assets:							
a) Land				9410		-	
b) Land Improvements				9420		-	
c) <b>Less - Accumulated Depreciation-Land Improvements</b>				9425		-	
d) Buildings				9430		3,088.12	
e) <b>Less - Accumulated Depreciation-Buildings</b>				9435		(3,088.12)	
f) Equipment				9440		130,255.17	
g) <b>Less - Accumulated Depreciation-Equipment</b>				9445		(78,357.11)	
h) Work in Progress				9450		1,408,278.82	
<b>TOTAL ASSETS</b>						<b>2,245,579.52</b>	
<b>LIABILITIES</b>							
Accounts Payable				9500		185,307.61	
Due to Grantor Governments				9590		15,866.58	
Current Loans				9640		528,698.12	
Unearned Revenue ( <b>terminology changed from Deferred Revenue</b> )				9650		54,444.00	
Long-Term Liabilities:							
Other Postemployment Benefits				9664		-	
Compensated Absences				9665		15,643.50	
COPs Payable				9666		-	
Capital Leases Payable				9667		-	
Lease Revenue Bonds Payable				9668		-	
Other General Long-Term Debt				9669		-	
<b>TOTAL LIABILITIES</b>						<b>799,959.81</b>	
<b>NET POSITION, June 30</b>						<b>1,445,619.71</b>	
<b>DIFF BET. FUND END BAL &amp; FUND EQTY ( this should be zero)</b>						<b>-</b>	



# Coversheet

## Revised FY 15-16 YPI Valley Public Charter High School Budget

**Section:** IV. Finance  
**Item:** D. Revised FY 15-16 YPI Valley Public Charter High School Budget  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 15-16 Cash Flow HS July 2015.pdf

**YPI Valley Public Charter School**  
 2015-16 Cash Flow Forecast  
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Actuals as of 6/30/2015

# of months remaining in FY

12 11 10 9 8 7 6 5 4 3 2 1  
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1  
 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1

	2015-16 Budget													FORECAST	Budget Variance	
		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual	Jul-15 - Jun-16	Better / (Worse)
2 - State Apportionment Schedule, No Deferrals, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	100%		
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	33%	1/3	1/6	1/6	1/6	0	1		
# of School Days in Month		0	0	16	18	16	20	19	18	14	15	20	18		174	
Enrollment	100														63	(37)
Unduplicated Count of Low Income, EL, Foster Youth	86														54	(32)
ADA	95.00														59.85	(35)
<b>Income</b>																
<b>8011-8096 - Local Control Funding Formula Revenue</b>																
8011 Local Control Funding Formula	812,453	-	-	-	191,221	-	-	93,027	-	46,513	46,513	46,513	46,513	46,513	516,815	(295,638)
8012 Education Protection Account	19,000	-	-	-	2,993	-	-	2,993	-	-	2,993	-	-	2,993	11,970	(7,030)
8019 Local Control Funding Formula - Prior Year	-														-	-
8096 In Lieu of Property Taxes	157,616	5,906	11,813	7,875	7,875	7,875	7,875	32,813	5,469	2,734	2,734	2,734	-	2,734	98,439	(59,177)
<b>Total 8011-8096 - Local Control Funding Formula Revenue</b>	<b>989,069</b>	<b>5,906</b>	<b>11,813</b>	<b>7,875</b>	<b>202,089</b>	<b>7,875</b>	<b>7,875</b>	<b>128,832</b>	<b>5,469</b>	<b>49,248</b>	<b>52,240</b>	<b>49,248</b>	<b>46,513</b>	<b>52,240</b>	<b>627,224</b>	<b>(361,845)</b>
<b>8100-8299 - Other Federal Income</b>																
8181 Federal Special Education (IDEA)	18,873	691	1,382	921	921	921	921	921	1,612	806	806	806	806	-	11,513	(7,359)
8220 Child Nutrition Programs - Federal	68,417	-	-	-	-	-	3,858	4,340	3,858	4,822	4,581	4,340	3,376	12,780	41,956	(26,461)
8291 Title I, A Basic Grants Low-Income	30,068	-	-	-	-	-	-	-	-	-	-	-	-	18,943	18,943	(11,125)
8292 Title II, A Teacher Quality	1,718	-	-	-	-	-	-	-	-	-	-	-	-	1,082	1,082	(636)
8294 Title III, Limited English Proficiency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Title V, B Charter Schools Grants	343,379	-	201,503	-	-	-	-	-	-	171,875	-	-	-	106,499	479,877	136,498
8297 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 8100-8299 - Other Federal Income</b>	<b>462,454</b>	<b>691</b>	<b>202,885</b>	<b>921</b>	<b>921</b>	<b>921</b>	<b>4,779</b>	<b>5,261</b>	<b>5,470</b>	<b>177,503</b>	<b>5,387</b>	<b>5,146</b>	<b>4,182</b>	<b>139,304</b>	<b>553,371</b>	<b>90,917</b>
<b>8300-8599 - Other State Income</b>																
8311 Special Ed - AB602	53,173	2,035	4,070	2,714	2,714	2,714	2,714	2,714	4,749	2,374	2,374	2,374	2,374	-	33,921	(19,253)
8312 Supplemental Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8434 Class Size Reduction - Grades K-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520 Child Nutrition - State	5,899	-	-	-	-	-	334	376	334	417	397	376	292	1,106	3,632	(2,267)
8550 Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 State Lottery Revenue	15,390	-	-	-	-	-	-	-	-	-	-	-	-	10,833	10,833	(4,557)
8590 Charter School Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 Art and Music Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Secondary School Counselor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 All Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 8300-8599 - Other State Income</b>	<b>74,462</b>	<b>2,035</b>	<b>4,070</b>	<b>2,714</b>	<b>2,714</b>	<b>2,714</b>	<b>3,048</b>	<b>3,089</b>	<b>5,083</b>	<b>2,792</b>	<b>2,771</b>	<b>2,750</b>	<b>2,667</b>	<b>11,939</b>	<b>48,385</b>	<b>(26,077)</b>
<b>8600-8699 - Other Income-Local</b>																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 All Other Local Revenue	-	-	-	417	469	417	521	495	469	365	391	521	469	-	4,536	4,536
8698 Grants	250,000	250,000	-	-	-	-	-	-	-	-	-	-	-	-	250,000	-
8699 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 8600-8699 - Other Income-Local</b>	<b>250,000</b>	<b>250,000</b>	<b>-</b>	<b>417</b>	<b>469</b>	<b>417</b>	<b>521</b>	<b>495</b>	<b>469</b>	<b>365</b>	<b>391</b>	<b>521</b>	<b>469</b>	<b>-</b>	<b>254,536</b>	<b>4,536</b>
8999 Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>1,775,986</b>	<b>258,632</b>	<b>218,768</b>	<b>11,927</b>	<b>206,193</b>	<b>11,927</b>	<b>16,223</b>	<b>137,678</b>	<b>16,491</b>	<b>229,908</b>	<b>60,790</b>	<b>57,665</b>	<b>53,831</b>	<b>203,483</b>	<b>1,483,517</b>	<b>(292,469)</b>
<b>Expense</b>																
<b>1000 - Certificated Salaries</b>																



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Actuals as of 6/30/2015

# of months remaining in FY

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 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1

	2015-16													FORECAST	Budget Variance	
	Budget	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual	Jul-15 - Jun-16	Better / (Worse)
1110 Teachers' Salaries	326,940	-	29,146	29,146	29,146	29,146	29,146	29,146	29,146	29,146	29,146	29,146	29,146	29,146	320,606	6,334
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	15,150	9,080	-	-	-	-	3,750	-	-	-	-	-	3,750	-	16,580	(1,430)
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	97,181	13,890	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	7,708	98,681	(1,500)	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 1000 - Certificated Salaries</b>	<b>439,271</b>	<b>22,970</b>	<b>36,854</b>	<b>36,854</b>	<b>36,854</b>	<b>36,854</b>	<b>40,604</b>	<b>36,854</b>	<b>36,854</b>	<b>36,854</b>	<b>36,854</b>	<b>36,854</b>	<b>40,604</b>	<b>435,868</b>	3,404	
<b>2000 - Classified Salaries</b>																
2100 Instructional Aide Salaries	31,350	-	4,099	4,348	4,419	4,312	4,099	4,063	4,312	4,312	4,241	4,419	4,490	47,114	(15,764)	
2200 Classified Support Salaries (Maintenance, Food)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	2,243	2,243	-	-	-	-	-	-	-	-	-	-	-	2,243	-	
2400 Clerical/Technical/Office Staff Salaries	66,110	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	5,557	66,685	(575)	
2900 Other Classified Salaries (Supervision, After School)	25,080	-	1,186	1,824	2,006	1,733	1,186	1,094	1,733	1,733	1,550	2,006	2,189	18,240	6,840	
<b>Total 2000 - Classified Salaries</b>	<b>124,783</b>	<b>7,800</b>	<b>10,841</b>	<b>11,729</b>	<b>11,982</b>	<b>11,602</b>	<b>10,841</b>	<b>10,715</b>	<b>11,602</b>	<b>11,602</b>	<b>11,348</b>	<b>11,982</b>	<b>12,236</b>	<b>134,282</b>	(9,498)	
<b>3000 - Employee Benefits</b>																
3111 STRS - State Teachers Retirement System	47,134	2,465	3,954	3,954	3,954	3,954	4,357	3,954	3,954	3,954	3,954	3,954	4,357	46,769	365	
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	7,737	484	672	727	743	719	672	664	719	719	704	743	759	8,325	(589)	
3331 MED - Medicare	8,179	446	692	704	708	703	746	690	703	703	699	708	766	8,267	(88)	
3401 H&W - Health & Welfare	124,927	5,500	5,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	86,000	38,927	
3501 SUI - State Unemployment Insurance	282	15	24	24	24	24	26	24	24	24	24	24	26	285	(3)	
3601 Workers' Compensation	11,281	625	208	208	208	208	208	208	208	208	208	208	208	2,500	8,781	
3901 403B	3,744	234	325	352	359	348	325	321	348	348	340	359	367	4,028	(285)	
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total 3000 - Employee Benefits</b>	<b>203,283</b>	<b>9,769</b>	<b>11,376</b>	<b>13,471</b>	<b>13,498</b>	<b>13,457</b>	<b>13,834</b>	<b>13,362</b>	<b>13,457</b>	<b>13,457</b>	<b>13,430</b>	<b>13,289</b>	<b>13,775</b>	<b>156,175</b>	<b>47,108</b>	
<b>4000 - Supplies</b>																
4110 Approved Textbooks and Core Curriculum Materials	81,500	25,833	25,833	25,833	-	-	-	-	-	-	-	-	-	77,500	4,000	
4210 Books and Other Reference Materials	14,000	1,000	1,000	1,000	-	-	-	-	-	-	-	-	-	3,000	11,000	
4310 Student Materials	44,049	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	2,959	35,503	8,546	
4350 Office Supplies	10,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000	5,000	
4370 Custodial Supplies	4,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000	2,000	
4390 Other Supplies	33,700	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	13,840	19,860	
4400 Non Capitalized Equipment	159,850	31,067	31,067	31,067	-	-	-	-	-	-	-	-	-	93,200	66,650	
4700 Food and Food Supplies	75,909	-	-	4,298	4,836	4,298	5,373	5,104	4,836	3,761	4,030	5,373	4,836	46,744	29,165	
<b>Total 4000 - Supplies</b>	<b>423,008</b>	<b>62,595</b>	<b>62,595</b>	<b>66,894</b>	<b>9,531</b>	<b>8,994</b>	<b>10,068</b>	<b>9,799</b>	<b>9,531</b>	<b>8,456</b>	<b>8,725</b>	<b>10,068</b>	<b>9,531</b>	<b>276,787</b>	<b>146,221</b>	
<b>5000 - Operating Services</b>																
5200 Travel and Conferences	13,000	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	13,000	-	
5300 Dues and Memberships	23,550	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	23,365	185	
5450 General Insurance	9,000	1,000	333	333	333	333	333	333	333	333	333	(0)	-	4,000	5,000	
5500 Operation and Housekeeping Services	12,000	-	-	-	-	-	-	-	-	-	-	-	-	-	12,000	
5610 Rent - Facilities / Buildings / Space	61,000	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	4,158	49,892	11,108	
5620 Equipment Lease	10,000	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	1,289	15,463	(5,463)	
5630 Vendor Repairs	1,000	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	
5812 Field Trips/Pupil Transportation	7,000	491	491	491	491	491	491	491	491	491	491	491	491	5,890	1,110	
5820 Legal / Audit Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5830 Advertisement / Recruitment	12,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000	2,000	

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	2015-16													FORECAST		Budget Variance
	Budget	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual	Jul-15 - Jun-16	
5850 Non Instructional Consultants	53,743	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	4,229	50,743	3,000
5851 Instructional Consultants	37,048	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	2,462	29,548	7,500
5853 ExED	10,000	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000	-
5890 Other Fees / Bank Charges /Credit Card Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000	-	
5891 CSC Factoring Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5896 Special Ed Fair Share (LAUSD)	14,409	545	1,090	727	727	727	727	3,029	505	252	252	252	-	252	9,087	5,322
5897 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	10,000	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000	-
<b>Total 5000 · Operating Services</b>	<b>278,750</b>	<b>20,120</b>	<b>19,999</b>	<b>19,635</b>	<b>19,635</b>	<b>19,635</b>	<b>19,635</b>	<b>21,937</b>	<b>19,413</b>	<b>19,161</b>	<b>19,161</b>	<b>18,828</b>	<b>18,575</b>	<b>252</b>	<b>235,988</b>	<b>42,762</b>
<b>6000 · Capital Outlay</b>																
6900 Depreciation Expense	-	-	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	16,042	(16,042)
<b>Total 6000 · Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>1,458</b>	<b>-</b>	<b>16,042</b>	<b>(16,042)</b>
<b>7000 · Other Outgo</b>																
7299 District Oversight Fee	9,891	59	118	79	2,021	79	79	1,288	55	492	522	492	465	522	6,272	3,618
7311 Indirect Costs	128,258	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	81,005	47,253
7438 Debt Service - Interest	-	-	-	111	111	111	111	111	111	-	-	-	-	-	668	(668)
<b>Total 7000 · Other Outgo</b>	<b>138,148</b>	<b>6,809</b>	<b>6,869</b>	<b>6,940</b>	<b>8,883</b>	<b>6,940</b>	<b>6,940</b>	<b>8,150</b>	<b>6,916</b>	<b>7,243</b>	<b>7,273</b>	<b>7,243</b>	<b>7,216</b>	<b>522</b>	<b>87,945</b>	<b>50,204</b>
<b>TOTAL EXPENSE</b>	<b>1,607,244</b>	<b>130,064</b>	<b>149,992</b>	<b>156,981</b>	<b>101,842</b>	<b>98,941</b>	<b>103,382</b>	<b>102,276</b>	<b>99,232</b>	<b>98,232</b>	<b>98,250</b>	<b>99,723</b>	<b>103,395</b>	<b>775</b>	<b>1,343,086</b>	<b>264,158</b>
<b>NET INCOME</b>	<b>168,742</b>	<b>128,568</b>	<b>68,776</b>	<b>(145,054)</b>	<b>104,352</b>	<b>(87,014)</b>	<b>(87,159)</b>	<b>35,402</b>	<b>(82,741)</b>	<b>131,676</b>	<b>(37,460)</b>	<b>(42,057)</b>	<b>(49,564)</b>	<b>202,708</b>	<b>140,431</b>	<b>(28,311)</b>
<b>Beginning Cash Balance</b>	42,032	204,311	572,623	353,853	201,924	299,401	205,512	111,479	140,006	50,390	183,525	147,523	106,924	98,818	204,311	162,279
<b>Cash Flow from Operating Activities</b>																
Net Income	168,742	128,568	68,776	(145,054)	104,352	(87,014)	(87,159)	35,402	(82,741)	131,676	(37,460)	(42,057)	(49,564)	202,708	140,431	(28,311)
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Current Year Accounts Receivable	(157,940)	-	-	-	-	-	-	-	-	-	-	-	-	(203,483)	(203,483)	(45,542)
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	1,223	(10,257)	-	-	-	-	-	-	-	-	-	-	40,000	775	30,518	29,295
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	(201,503)	-	-	-	-	-	-	-	-	-	-	-	(201,503)	(201,503)
Depreciation Expense	-	-	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	16,042	16,042
<b>Cash Flow from Investing Activities</b>																
Capital Expenditures	-	-	(87,500)	-	-	-	-	-	-	-	-	-	-	-	(87,500)	(87,500)
<b>Cash Flow from Financing Activities</b>																
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	250,000	250,000	-	-	-	-	-	-	-	-	-	-	-	-	250,000	-
Use - Loans	(100,000)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	(49,998)	50,002
<b>Ending Cash Balance</b>	<b>204,056</b>	<b>572,623</b>	<b>353,853</b>	<b>201,924</b>	<b>299,401</b>	<b>205,512</b>	<b>111,479</b>	<b>140,006</b>	<b>50,390</b>	<b>183,525</b>	<b>147,523</b>	<b>106,924</b>	<b>98,818</b>	<b>98,818</b>	<b>98,818</b>	<b>(105,239)</b>

# Coversheet

## New YPI Team Introductions

**Section:** IV. Finance  
**Item:** E. New YPI Team Introductions  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPI GEAR UP Intro YPICS Board.pptx



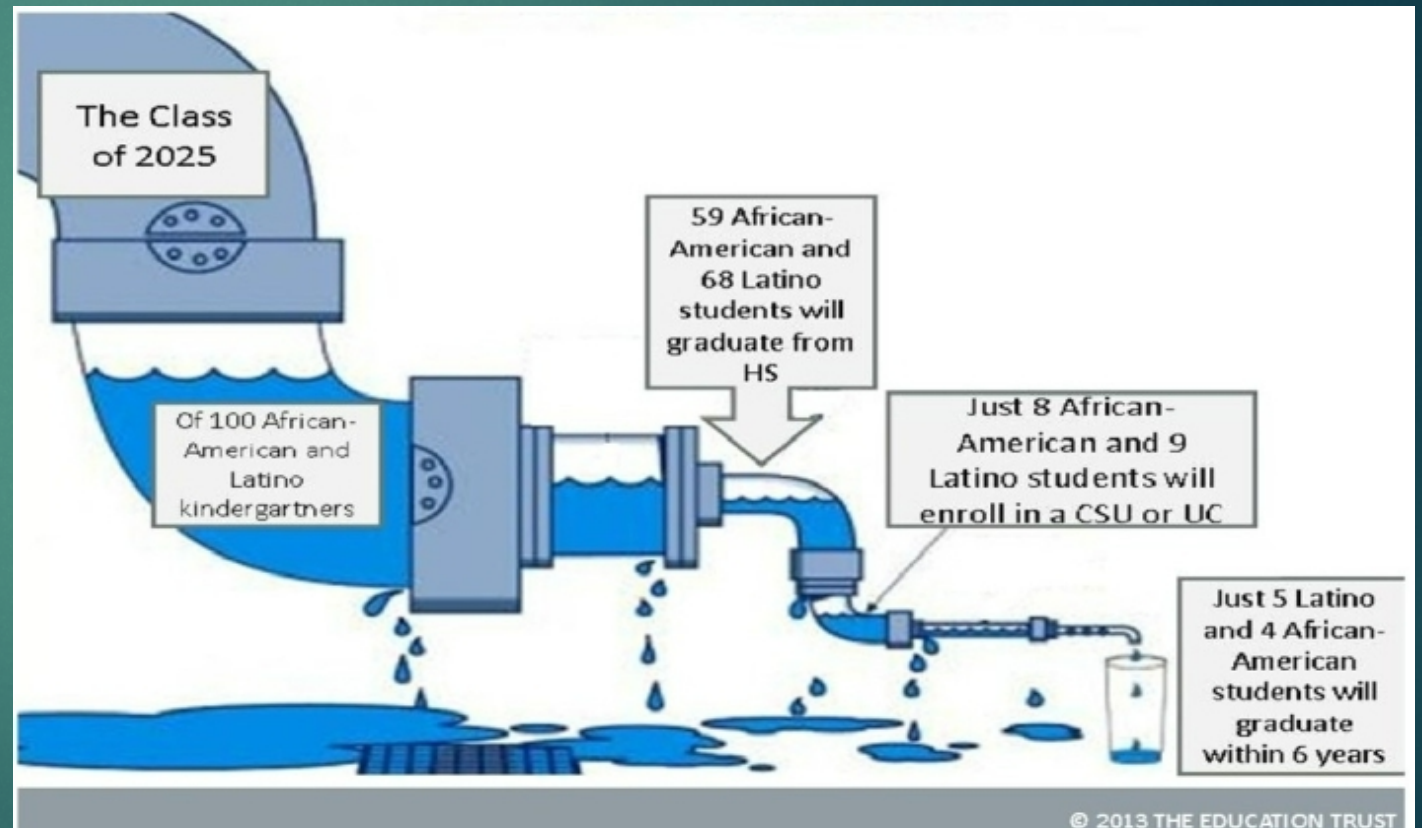
# Youth Policy Institute

# GEAR UP

Jesse Noonan, Chief Academic Officer  
Steve Schultz, Chief Financial Officer

# The Need in the San Fernando Valley/ Pacoima

- ▶ 90% Latino population; 94% of targeted students
  - ▶ The six-year graduation rates in four-year universities are lower for Latinos (49%) and African Americans (39%) than Asians (68%) and Whites (61%)
  - ▶ Only 22% of Latinos enrolled in a California community college have completed a certificate or degree, or transferred to a university after six years, compared to 26% of African American and 37% of White students



# The Need in the San Fernando Valley/ Pacoima

- ▼ 31% of children living in poverty
- ▼ Median family income is under \$36,000
- ▼ 54% of those 25 years of age or older has less than a high school diploma
- ▼ 86% of students enrolled in target schools are eligible for free and reduced lunch
- ▼ Average of 45% of 8<sup>th</sup> graders at cohort schools are enrolled in Algebra 1, compared to 65% in District schools
- ▼ Average of 40% of cohort students took SAT/ACT, compared to 52% in District schools
- ▼ Average of 55% of cohort students agree that “I know which A-G courses I need to take to get into college,” compared to 81% of District students
- ▼ 55% of cohort parents agree that “school staff helps me understand how to apply for financial aid, compared to 81% of District parents

# What is GEAR UP?

- ▼ The GEAR UP program (Gaining Early Awareness and Readiness for Undergraduate Programs) is designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
- ▼ GEAR UP services are provided at high poverty middle and high schools, and through the first year of college.
- ▼ YPI GEAR UP will serve a two grade cohort totaling 2,700 students, beginning with all current 6<sup>th</sup> and 7<sup>th</sup> graders, and following them to Year 1 of college (2014-2021).



# GEAR UP Objectives

- ▼ 1) Increase academic performance for postsecondary education
- ▼ 2) Students will be proficient/advanced (at grade level or higher) in core subjects. Grades of B or higher are essential for college readiness
- ▼ 3) Increase regular student attendance in school
- ▼ 4) Increase readiness for high school graduation and college entry without remediation
- ▼ 5) Increase rate of grade level advancement, high school graduation and enrollment in postsecondary education for cohort students
- ▼ 6) Increase cohort student and families' knowledge of postsecondary education options/ financing

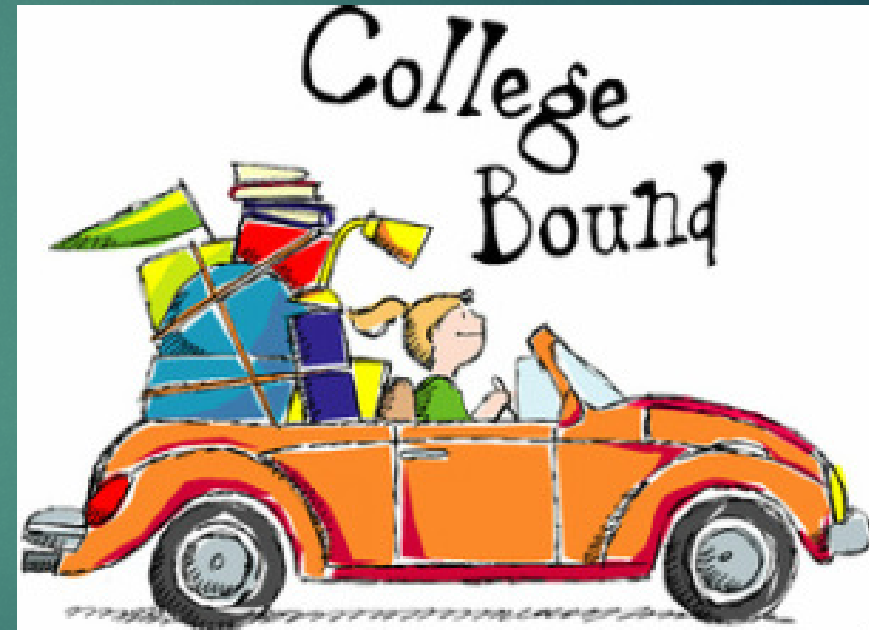


# Targeted Schools

Middle Schools	High Schools
Vista Middle School	James Monroe High School
Sepulveda Middle School	Sylmar Biotech Health Academy
San Fernando Institute of Applied Media (SFiAM)	Discovery Charter Preparatory #2
Bert Corona Charter School	YPI Charter High School
Vaughn Next Century Learning Center (MIT)	Vaughn Next Century Learning Center (VISA)

# Program Components

- ▼ College and career counseling
- ▼ College visits
- ▼ Career exploration
- ▼ Financial literacy/ aid information
- ▼ In-class tutoring
- ▼ PSAT/SAT/ACT/CAHSEE test prep
- ▼ Near-peer mentoring
- ▼ Parent workshops
- ▼ Summer enrichment opportunities
- ▼ Scholarships
- ▼ Case management services



# GEAR UP Staffing

- ▼ GEAR UP Coordinators
- ▼ College Access Advisors
- ▼ Academic Specialists
- ▼ Tutors
- ▼ Mentor Project Leaders
- ▼ Community Advocates
- ▼ Research and Evaluation Manager
- ▼ Case Managers
- ▼ Post-Secondary Counselor (2020-2021)
- ▼ College Services Coordinator (Dual Enrollment Coordination)



# Partners and Supporters

- ▼ UCLA
- ▼ CSU Northridge
- ▼ Mission College
- ▼ Unusual Suspects
- ▼ Roadtrip Nation
- ▼ Elite Prep
- ▼ Junior Achievement of Southern California





# Contact Information

Nicholas Wu  
GEAR UP Manager  
[nwu@ypiusa.org](mailto:nwu@ypiusa.org)  
818-964-1085

# Coversheet

## GEAR UP Year 1 Budget

**Section:** IV. Finance  
**Item:** F. GEAR UP Year 1 Budget  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** GEARUP JUNE 2015 630GU.xlsx

## 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](#):

GEARUP JUNE 2015 630GU.xlsx



# Coversheet

## GEAR UP Year 2 Budget

**Section:** IV. Finance  
**Item:** G. GEAR UP Year 2 Budget  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** GEARUP Financial Summary JUL 2015.xlsx

## 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](#):

GEARUP Financial Summary JUL 2015.xlsx

# Coversheet

## MORCS Bond Authority Funding

**Section:** IV. Finance  
**Item:** J. MORCS Bond Authority Funding  
**Purpose:** Vote  
**Submitted by:** Ruben Duenas  
**Related Material:** DOO Under funded report.docx  
MORCS Rehab Calcs.pdf  
MORCS SFP Grant Calcs.pdf

**Motion**

YPICS Board of Directors vote to submit the Monseñor Oscar Romero Construction application for funding conversion at the October State Allocation Board Meeting.

**Information**

Due to available bond authority, the charter school projects will be capped at the amount reserved for each project (high lighted in yellow).

*Note: Pursuant to Board action on April 15, 2015, the charter school may be eligible to access additional bond authority that returns to the Charter School Facilities Program up to the approved total project cost listed above, up until the time the charter school receives an apportionment from the State Allocation Board.*

Total OPSC Verified Project Cost	Preliminary Apportionment Reservation	Difference	Additional Bond Authority Available as of 9/3/15 to Fund Your Project
\$14,681,242.00	\$14,267,910.00	\$413,332.00	\$0
\$962,010.00	\$882,788.00	\$79,222.00	\$0
		\$492,554.00	

**Options**

#1 No, MORCS will withdraw their application and resubmit at a later time when additional bond authority is available,

#2 Yes, MORCS will reduce to the amount of bond authority requested to the amount available.

Monsenor Oscar Romero  
 54/64733-00-083 (rehab)  
 September 3, 2015

Grant	Grant \$	Quantity	
Toilet Square Feet	\$304.00	\$253.00	\$76,912.00
Other Square Feet	\$169.00	\$2,267.00	\$383,123.00
		Rehabilitation Base Grant	\$460,035.00

Middle Pupil	\$10,942.00	\$27.00	\$295,434.00
		New Construction Base Grant	\$295,434.00

**Project Capped at New Construciton Base Grant**

Access/fire code	3%	\$295,434.00	\$8,863.02
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Urbad Security			\$71,468.00
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2-Stop Elevator			\$105,240.00
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Base Grant	\$295,434.00
Access	\$8,863.00
Urban	\$71,468.00
Elevator	\$105,240.00
Total State	\$481,005.00
Total Charter	\$481,005.00
Total Project	<b>\$962,010.00</b>



## SFP Grant Calculator: Calculations

Thank you for using the SFP Grant Calculator. Please print this page for your records.

Proposed Project Name: Monsenor Oscar Romero  
 New Construction Application Type: Adjusted Grant without Financial Hardship  
 Type of Project: Middle School

Options:	Input Value:	Output Value:
6-8 School:	No	
K-6 Pupils assigned:	132	
7-8 Pupils assigned:	241	\$4,002,562.00*
9-12 Pupils assigned:		
Non-severe Pupils assigned:		
Severe Pupils assigned:		
Fire Detection/Alarm System:	Yes	\$5,681.00
Automatic Sprinkler System:	Yes	\$72,482.00
Total Classrooms:	15	
Master Plan Acreage:	11.10	
Recommended Site Size:	11.10	
Existing Acres:	3.60	
Proposed Acres:		
Therapy Toilet Area:		
Other Therapy Area:		
Multilevel Classrooms:	15	\$480,307.00
Project Assistance:		
Actual Site Cost:		
Appraised Site Value:		
Relocation Costs:		
Two percent:		
DTSC Fees:	\$11,762.00	\$11,762.00
Hazardous waste removal:		
Service-Site:	\$869,248.00	\$869,248.00
Off-Site:	\$250.00	\$250.00
Utilities:	\$115,098.00	\$115,098.00
General Site:		
High Performance Incentive:		
Energy Efficiency:		
Geographic Factor:		
New School Project:		
Small Size Project:		
Urban/Security:	Yes	\$1,888,473.00
Price per Useable Acre:		
Project to be Located on:	Existing Site with no Additional Acreage Acquired	
Labor Compliance Program:		
Prevailing Wage Monitoring:	Yes	\$9,307.00
District Share:		\$7,455,170.00
State Share:		\$7,455,170.00
Total Project Cost:		\$14,910,340.00

*(reduced by \$105,240 provided on Rehab 54164733-00-083)*

*\$375,067*

*(grant no longer provided)*

*7,340,623  
7,340,623  
14,681,246*

\* This output value is for all grade level pupils assigned.

# Coversheet

## Approved 2015 - 2016 Board Calendar

**Section:** VIII. Governance  
**Item:** A. Approved 2015 - 2016 Board Calendar  
**Purpose:** FYI  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** FINAL 2015-2016 BOARD CALENDAR.pdf

### BACKGROUND:

The YPICS Board of Directors serve the YPI Charter Schools on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily. In an effort to better accommodate the schedules of the Board and ensure an "in person" quorum as often as possible, the board meeting dates for the 2015-2016 school year are presented in the attached calendar.

### RECOMMENDATION:

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



<b>Board of Director's Meeting Calendar 2015-2016</b>	
Time: All Regular Board Meetings Begin at 6:00 PM	Board Meeting and Retreat Board Meeting: 8:00-10:00 Board Retreat: 10:00-4:00
Date	Location
August 24, 2014 (Monday)	Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331
September 28, 2015 (Monday)	Monsenor Oscar Romero Charter School 1157 S. Berendo Street Los Angeles, CA 90006
October 26, 2015 (Monday)	Bert Corona High School (YPIVPCHS) 12513 Gain Street Pacoima, CA 91331
December 7, 2015 (Monday)	Monsenor Oscar Romero Charter School 1157 S. Berendo Street Los Angeles, CA 90006
January 25, 2016 (Monday)	Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331
February 8, 2016 (Monday) Board Retreat	Monsenor Oscar Romero Charter School 1157 S. Berendo Street Los Angeles, CA 90006
February 22, 2016 (Monday)	Bert Corona High School (YPIVPCHS) 12513 Gain Street Pacoima, CA 91331
April 25, 2016 (Monday)	Monsenor Oscar Romero Charter School 1157 S. Berendo Street Los Angeles, CA 90006
May 23, 2016 (Monday)	Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331
June 27, 2016(Monday)	Monsenor Oscar Romero Charter School 1157 S. Berendo Street Los Angeles, CA 90006
July 25, 2016 (Monday, if needed)	Bert Corona High School (YPIVPCHS) 12513 Gain Street Pacoima, CA 91331
August 22, 2016 (Monday)	Conference Call



# Coversheet

## Review and Consider New Board Member Candidate

**Section:** VIII. Governance  
**Item:** B. Review and Consider New Board Member Candidate  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** Jonathan Williams Founder and CEO of The Accelerated Schools.pdf

### BACKGROUND:

At the June 30, 2015 YPICS Board Meeting a small committee was commissioned to seek out potential new board members. Jonathan Williams is a long standing member of the Charter School Movement both here in Los Angeles, at the CDE, and nationally for two decades. He is interested in serving as YPICS Board Member.

### RECOMMENDATION:

I recommend that the Board of Directors approve Jonathan Williams as to serve as a YPICS Trustee.

## Jonathan Williams Bio

Johnathan Williams is the Founder and Chief Executive Officer of The Accelerated Schools. Under his leadership, The Accelerated Schools—in partnership with the Los Angeles Unified School District (LAUSD), California State University, Los Angeles, along with foundations and corporate supporters—completed construction of a \$50-million dollar comprehensive pre-K—12th grade school complex in 2003. This model public/private partnership charter school dramatically changed educational opportunities for the South Central Los Angeles community and served as a catalyst for the growth of charter schools regionally and nationally. In 1994, The Accelerated School was distinguished as the first charter school in South Central Los Angeles, and in 2001 was the first charter school in California to be recognized by TIME Magazine as “Elementary School of the Year.”

The Accelerated Schools have since served as a community service facility including an on-site health clinic and fitness center. Mr. Williams has also served as a regional and national spokesperson for the charter schools movement and received commendations from former presidents Bill Clinton and George W. Bush.

Mr. Williams is also a founding board member of several state and national support organizations including the California Charter Schools Association (CCSA) and the National Alliance for Public Charter Schools (NAPCS). He was appointed by Governor Schwarzenegger to the California State Board of Education (2004-2011), and was appointed by Mayor Antonio Villaraigosa to the LA City Recreation and Parks Board of Commissioners and to the Los Angeles Memorial Coliseum Commission in 2011. Mr. Williams also currently serves on the National Advisory Board for the Robert Wood Johnson Foundation, and is a lifetime member of the Black Alliance for Educational Options.



# Coversheet

## Directors' August/September 2015 Reports

**Section:** IX. Directors' Reports  
**Item:** A. Directors' August/September 2015 Reports  
**Purpose:** FYI  
**Submitted by:** Ruben Duenas  
**Related Material:** MarketingDirectors\_Report\_September2015.pdf  
15-16.DATA\_YPICS.B0 Analysis and Report.Sept18.docx  
150921 Director of Technology Report.pdf  
YPICS Director of Special Education Report- September 2015.pdf  
Directors Report - Sept 2015.pdf  
Sept and Oct Director of Operations BCCS 2015.docx  
COO report 9-28-15.docx  
HS 15-16 Checklist.pdf  
DOO Under funded report-3.docx

**BACKGROUND:**  
COO Report



## **MARKETING DIRECTOR'S REPORT**

**August 24th, 2015 / Los Angeles, CA**

*YPICS is a Southern California based charter management organization formed by educational leaders whose passions are to teach and empower.*

*YPICS promise is to provide authentic learning experiences to our citizen scholars, so they seize and create opportunities in their communities.*

*YPICS mission is to prepare citizen-scholars to be leaders and innovators who will serve their communities.*

*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.*

### **Background and Overview**

This is a summary of the major projects being performed as the Director of Marketing, from August 25th through September 21st 2015.

- Stand Banner for MORCS: In order to order maximize the easy access to parents, students and general public to our offices.
- Content development for the HS website: In collaboration with Mr. Simonsen we are currently working on creating content for the High School's website.
- "Back to School Night" collateral design event for the High School.

### **September 2015**

- Currently developing an outreach campaign for Bert Corona Charter High School. In includes: Collateral design (print and web), events organization, community visits and public event presentations.
- Stationary updates: As our staff evolves and recreates itself, we are constantly revising and updating our communications, this is a yearly practice.
- Why are people afraid of Common Core? This is the title of an event that will be hosted at the MORCS site by YPICS in partnership with NCLR in October 6th. We designed a set collateral for this event.
- Compliances Page: A new addition to the middle school sites, includes important compliance files easily accessible here <http://morcs.ypics.org/compliance/> and <http://bccs.ypics.org/compliance/>

## Definitions

### *Brand Management*

- **Brand strategy development:** Creating brand value and reputation by developing a yearly plan that conveys and delivers the brand essence, which is *“To prepare citizen-scholars to be leaders and innovators who will serve their communities”*.
- **Defining brand strategy:** A brand to succeed must align its business strategy (what it is the brand does to make money) and brand essence (the mission). A brand strategy is the plan you develop to convey your brand...
- **Review brand performance by using specifics metrics like:** Customer perceptions (Parents, Students, Partners and Others), Competitive marketplace data, Touchpoint performance, Opportunities for differentiation and Market share.
- **Professional Development:** Assisting the Director of Academic Achievement by surveying and training teachers to improve brand performance.
- **Networking:** Connecting with similar organizations, social programs and schools with the purpose of strengthening the YPICS brand by creating a stronger community.
- **Communication Systems:** To write policies on communications methods, processes, goals, etc. Drive internal communications practices (3n, email, etc)

### *Creative Direction*

- **Branding:** Designing, guidelines and managements of all brand identity systems (stationary, print media, websites, social media, etc.)
- **Visual Assets Development:** Direction of photoshoots, films, animations and illustrations.
- **Collateral Design:** Creation of a variety of design pieces for all media.
- **Documentation:** Creation and design of manual and booklets to document philosophy, training, processes and protocols of the organization.
- **Website Maintenance:** Daily websites' maintenance, implementation of new functionalities and technologies, blog postings, etc.
- **Product Design:** Ideation and design of in-house produced booklets, materials, programs, digital applications, etc.

- **Uniform Guidelines:** Collaborating with the Director of Operations to create official guidelines for school uniforms, designing artwork for official school clothing, etc.
- **Campaigns:** Creating marketing campaigns to sale our main offer, define and drive marketing in all media (includes social media), coordinate development of communication materials (catalogs, brochures, website, local displays & signage), etc.
- **Facilities Signage Systems:** Classroom design and layout, door signs, directional, etc.

**B0 MAPs Data Report**  
**Kevin Myers**  
**September 14, 2015**

*Introduction:*

**During the first couple of weeks of September, students at our YPI Charter Middle Schools took the baseline exam for our NWEA MAPs benchmark. Our new teachers were trained and supported during our summer professional development and again during our testing weeks to make sure tests were proctored appropriately. Students took assessments in both reading and math with the goal of establishing a baseline score for these classes. With these baseline scores, we are able to set goals for growth for the remainder of the year.**

**Approximately the same time our students were finishing their baseline benchmarks for NWEA, we also received our CAASPP scores from the state test. With the state test still being assessed and refined, programs like NWEA MAPs (and other benchmark exams) are still aligned with the old state test scores and score bands. Analyzing data with two different sets of metrics is difficult, but we will continue to look at all data sets to ensure we are providing our teachers, students, and families with the most accurate data we have.**

**The following report includes assessment and analysis from both our state test results and from our B0 (baseline) MAPs assessment.**

*The Results: 2014-15 CAASPP*

**2014-15 is the first year in 2 years that we have received test score data for our state test. My understanding is that this data will serve as our baseline data for future growth goals and performance analysis for our schools. There are many changes in scores, the most notable being the transition from 5 score bands to 4:**

<b>CST (former state assessment):</b>	<b>CAASPP (Current State Assessment):</b>
<b>Advanced</b>	<b>Exceeds Standard</b>
<b>Proficient</b>	<b>Standard Met</b>
<b>Basic</b>	<b>Standard Nearly Met</b>
<b>Below Basic</b>	<b>Standard Not Met</b>
<b>Far Below Basic</b>	



Below are our scores for Reading/Language Arts and Math CAASPP exams:

**MORCS:**

	ELA/Reading					Math				
	4	3	2	1		4	3	2	1	
6	2	22	32	34	90	11	16	26	42	95
	2%	24%	36%	38%		12%	17%	27%	44%	
7	1	15	40	55	111	3	16	32	60	111
	1%	14%	36%	50%		3%	14%	29%	54%	
8	4	35	33	31	103	5	22	25	52	104
	4%	34%	32%	30%		5%	21%	24%	50%	
Whole School	8	72	105	120	304	19	54	83	154	310
	3%	24%	35%	39%		6%	17%	27%	50%	

**BCCS:**

	ELA/Reading					Math				
	4	3	2	1		4	3	2	1	
6	2	34	47	40	123	1	13	36	73	123
	2%	28%	38%	33%		1%	11%	29%	59%	
7	4	47	36	36	123	9	25	45	44	123
	3%	38%	29%	29%		7%	20%	37%	36%	
8	2	35	54	33	124	4	14	27	79	124
	2%	28%	44%	27%		3%	11%	22%	64%	
Whole School	8	116	137	109	370	14	52	108	196	370
	2%	31%	37%	29%		4%	14%	29%	53%	

As stated before, there is no data to which we can accurately compare these results as we have not yet received similar scores for any other year of test. These results will be used as our baseline data.

Our highest performing groups were our 2014-15 7<sup>th</sup> grade students in Reading/Language Arts; these teachers and students worked hard to get an overall 41% of students scoring at or above the expected standard. Our next highest scores were achieved by our 8<sup>th</sup> graders at MORCS, scoring 38% at or above the expected standard.

When compared with other middle schools on the state test, both of our middle schools were in the top 25-40% (depending on school and test) of LAUSD results. In ELA, MORCS was 25<sup>th</sup> out of 95 middle schools and MORCS was 40<sup>th</sup> out of 95 middle schools. In math, MORCS was 24<sup>th</sup> out of 95 middle schools in LAUSD; BCCS fell 34<sup>th</sup> out of 95 middle schools.

*The Results: 2014-15 Science CST:*

Our results on the CST in science have been increasingly strong over the last few years. This year was no exception. Our students and teachers at Bert Corona worked hard to earn an 893 API and our MORCS team earned a 904. Great job for both schools!

**BCCS:**

	Science				
	Advanced	Proficient	Basic	Below Basic	Far Below
<b>8</b>	57	34	20	10	3
	46%	27%	16%	8%	2%
893 API					

**MORCS:**

	Science				
	Advanced	Proficient	Basic	Below Basic	Far Below
<b>8</b>	52	24	11	4	6
	54%	25%	11%	4%	6%
904					

*The Results: 2015-16 B0 (baseline) MAPS:*

Since NWEA (the company that created and manages our MAPs tests) is just receiving useable state testing data, our MAPs exams are still aligned with the old state testing model with 5 score bands (Far Below, Below Basic, Basic, Proficient, and Advanced). Consequently, we can still use the old state API calculators used with the CST to analyze our student results on the MAPs test.

We will continue to do this until:

- 1) NWEA aligns their test with the new state testing bands
- 2) We have a calculator from the state to calculate the overall API/accountability scores.

On the next page, you will see our results from the B0 MAPs test.

**BCCS:**

6th Grade Reading			6th Grade Math		
	Count	Percent		Count	Percent
Advanced	4	4%	Advanced	0	0%
Proficient	13	12%	Proficient	12	12%
Basic	31	29%	Basic	30	29%
Below Basic	48	44%	Below Basic	52	50%
Far Below	12	11%	Far Below	10	10%
Students Tes	108		Students Tes	104	
API Score	616		API Score	601	
7th Grade Reading			7th Grade Math		
	Count	Percent		Count	Percent
Advanced	3	3%	Advanced	0	0%
Proficient	22	23%	Proficient	14	13%
Basic	37	39%	Basic	32	29%
Below Basic	21	22%	Below Basic	47	42%
Far Below	11	12%	Far Below	19	17%
Students Tes	94		Students Tes	112	
API Score	686		API Score	592	
8th Grade Reading			8th Grade Math		
	Count	Percent		Count	Percent
Advanced	3	3%	Advanced	1	1%
Proficient	25	23%	Proficient	27	26%
Basic	47	42%	Basic	31	30%
Below Basic	21	19%	Below Basic	33	32%
Far Below	15	14%	Far Below	11	11%
Students Tes	111		Students Tes	103	
API Score	681		API Score	670	
All Grades: Reading			All Grades: Math		
	Count	Percent		Count	Percent
Advanced	10	3%	Advanced	1	0.3%
Proficient	60	19%	Proficient	53	16.7%
Basic	115	37%	Basic	93	29.2%
Below Basic	90	29%	Below Basic	132	41.5%
Far Below	38	12%	Far Below	39	12.3%
Students Tes	313		Students Tes	318	
API Score	660		API Score	620	

**MORCS:**

6th Grade Reading			6th Grade Math		
	Count	Percent		Count	Percent
Advanced	4	3%	Advanced	1	1%
Proficient	19	16%	Proficient	14	12%
Basic	56	47%	Basic	42	35%
Below Basic	32	27%	Below Basic	51	43%
Far Below	9	8%	Far Below	12	10%
Students Tes	120		Students Tes	120	
API Score	675		API Score	616	
7th Grade Reading			7th Grade Math		
	Count	Percent		Count	Percent
Advanced	4	4%	Advanced	3	3%
Proficient	19	19%	Proficient	23	22%
Basic	39	39%	Basic	32	30%
Below Basic	27	27%	Below Basic	28	27%
Far Below	10	10%	Far Below	19	18%
Students Tes	99		Students Tes	105	
API Score	680		API Score	642	
8th Grade Reading			8th Grade Math		
	Count	Percent		Count	Percent
Advanced	4	4%	Advanced	0	0%
Proficient	20	18%	Proficient	29	27%
Basic	42	38%	Basic	30	28%
Below Basic	28	25%	Below Basic	39	36%
Far Below	16	15%	Far Below	10	9%
Students Tes	110		Students Tes	108	
API Score	668		API Score	658	
All Grades: Reading			All Grades: Math		
	Count	Percent		Count	Percent
Advanced	12	4%	Advanced	4	1.2%
Proficient	58	18%	Proficient	66	19.8%
Basic	137	42%	Basic	104	31.2%
Below Basic	87	26%	Below Basic	118	35.4%
Far Below	35	11%	Far Below	41	12.3%
Students Tes	329		Students Tes	333	
API Score	671		API Score	641	

*Our Goals:*

Using our data and growth analysis from last year, we were able to set goals for our outcomes for this year. To summarize the process, we looked at the overall growth from Baseline to the second benchmark for each cohort and at each grade level. Using this information, we were able to set realistic goals for each cohort of students for the 2015-16 school year. In each case, we pushed the average growth by 20-25 points to ensure that we are setting goals that will help use progress upward as in our scores as an organization.

Here are our goals for the 2015-15 school year on our MAPs benchmark exams:

**2015-2016 Goals**  
**Overall Organizational Goal: 800 in all Subject Areas**

MORCS				BCCS				YPIVPCHS/BCHS			
	B0 Math	B1 Math	B2 Math		B0 Math	B1 Math	B2 Math		B0 Math	B1 Math	B2 Math
6	616	670	735	6	601	650	720	9	704	750	800
7	642	720	725	7	592	650	720				
8	658	720	790	8	670	725	765				
	B0 ELA	B1 ELA	B2 ELA		B0 ELA	B1 ELA	B2 ELA		B0 ELA	B1 ELA	B2 ELA
6	675	760	800	6	616	660	760	9	720	760	800
7	680	725	770	7	686	720	775				
8	668	730	790	8	681	720	765				

*\*It is important to note that the only actuals on this table are in the “B0” columns. All other scores are projections and goals based on data and outcomes from previous years.*

The Analysis:

In all subject areas, our subgroups continue to under-perform. While we consistently see growth with each assessment every year, it is important to YPI Charter Schools that our students who fall into the EL or special needs subgroups have the support and instruction they need to perform at the same level as their general education peers.

The Response- Taking Action:

Based on the analysis of our data, we will be taking several steps to improve our academic outcomes over the next period. Here is a summary of those steps:

1. Reiterate the discussion about tiered vocabulary with teachers, both in full group PD and during one-on-one meetings with teachers
2. We will create and implement a universal plan for assessment, data tracking, data sharing, and goal setting.
3. Check lesson plans for supports and strategies for ELs and SPED. Conduct instructional rounds focused on these subgroups; provide feedback and discuss.
4. Plan more EL and SPED support discussions into PD for the 2015-16 school year. This will include training from EL and SPED specialists, behavior interventionists, and frequent check-ins and support from our on-site instructional experts.
5. We will continue to build upon the strengths already established at our schools:
  - a. Blended learning
  - b. CASA and service learning
  - c. Using technology to help assess and share info with kids
  - d. Continued use of research-proven programs: SFA, ALEKS, Achieve3000.

- e. **Use of Rosetta Stone to support our students who are new to the country and have little to no proficiency in the English language (MORCS only).**
- 6. **We will be looking in to the idea of swapping schedules each quarter so students visit their classes in a different order. The reasoning is that both kids and teachers tire throughout the course of day, and therefore instruction/focus may not be as strong at the end of the day as it is at the beginning of the day. By swapping the schedule we can ensure that kids have access to content at varied times throughout the day, making instruction more equitable for all kids.**
- 7. **Teacher improvement plans will be completed using the data we collected from our most recent benchmark and from the state tests kids will be taking next week. This way we will ensure that all growth goals are based on student performance.**
- 8. **At Bert Corona, we have the opportunity to work with our Long Term English Learners (LTELs) during our morning program. Our students will be working with one of our English teachers, Ms. Contreras, to develop skills that will help them gain proficiency in language and in other academic areas, as well as help them pass the CELDT test in the upcoming year.**

**The teachers, staff, and administration of YPI Charter Schools continues to be dedicate to using data to drive our instruction and to support students to the best of our ability. We continue to live by the mantras, “All data is good data” and “Growth is Currency.” In addition to the conversations we have with our teachers and staff to make sure they know and understand the current student data, we will also be meeting with teachers to ensure that they are sharing the data with students in a meaningful way. By working as a team and being transparent about our results, we will be sure to continue our consistent upward progression in our results.**



## ***DIRECTOR OF TECHNOLOGY'S REPORT***

**September 21st, 2015**

*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 lifelong 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.*

### **Background:**

As requested, this is a summary of the major activities being performed as the Director of Technology and the technology support team, from August 24th 2015 through September 21st 2015, in support of three school sites, and the school wide priority of academic achievement and instruction. These initiatives fall under seven areas: Network Infrastructure, Server Infrastructure, Student Information Systems, Hardware Support, Instructional Technology, Programming and Strategic Planning.

### **1. Network Infrastructure:**

- a. MORCS core switch throughput remediation.** I need to correct a data rate error previously reported last month. The eRate contract speed for the MORCS point to point connection has been upgraded to 70mbps, not 100mbps. There was a throughput issue where the circuit was only reporting 45 mbps down and 1.5mpbs up. With the assistance of the 7 LITS network engineers. we were able to identify the issue as defective software on the core uplink switch. We replaced the switch with a redundant spare, made available by the Jaffee building move, and were able to restore the circuit to 45mbps full duplex. An additional adjustment to the voice traffic prioritization policy further increased speed to 65mbps full duplex. The MORCS instructional staff have reported an increase in throughput and Google Apps responsiveness which improved instructional content delivery and collaboration. We will examine a potential upgrade to 100mbps in the next eRate round.
- b. WiFi issue.** Staff users have reported a throughput issue over wireless. In consultation with Cisco and the 7 LTIS engineers we have a working theory that there are too many SSIDs and the controller would be more efficiently with fewer.

At this point, we are migrating away from building level SSIDs (i.e. BCCS-RmA+1, BCCS-Rm2+3, etc) and standardizing with grade level SSIDs (BCCS-6th, BCCS-7th, etc). This scheme is in use at MORCS on the district's wifi controllers and is performing well. We have created the new SSIDs and are leveraging the Casper management platform to migrate the wifi profiles to client computers automatically instead of having to touch all 120 BCCS laptops. We expect the migration to be complete by the end of September.

- c. **High school and central office fiber installation.** Time Warner Cable Business Fiber has met with delays in pulling the permits to install the fiber connections at both sites. We have a projected installation date of 9/30/15 for the high school, and 10/30/15 for the central office. At present, the high school has internet access via the Maclay Wifi network, and while the firewall and lack of control over IP addressing presents some management challenges, the staff is able to use the wifi for instruction, and the students have access through classroom equipment as well as their Chromebooks.
- d. **Jaffee R104 switch failure.** There is an open ITD ticket to replace a district owned Cisco 2960 switch in Mr. Duran's classroom. This outage affects the classroom's phone and printer connection, but the wifi is unaffected and he is able to conduct instruction.
- e. **BCCS-Room 11 switch stack member failure.** The switch stack that provides network connectivity to rooms 10 and 11 failed, which required one room to migrate all workstations to wifi. In consultation with Cisco and 7 LITS, we determined there was a hardware failure. As this switch stack was covered by a Cisco extended service agreement, a replacement switch was sent for free, with saved the organization a cost of \$12,500 for a new switch. The switch was integrated into the stack and the rooms were restored to connectivity.
- f. **BCCS access point integration.** We are extending the wifi coverage by adding access points made redundant from MORCS to the BCCS classrooms. this process is ongoing and requires additional troubleshooting. We currently have 14 working access points, and 5 are not yet fully integrated.

## 2. Server Infrastructure:

- a. **Migration to Amazon Web Services.** We have suspended using AWS for cloud based servers as too expensive in the short run and unnecessary to the implementation of Illuminate, as was previously informed. We still have a need for a modernized directory structure. Additional research is needed to realize the benefits of moving to a virtualized server network, but as server hardware reaches their end of life, it may be more cost effective to leverage cloud computing.



### 3. Student Information Systems:

- a. **MiSiS.** This continues to be an issue. No guidance has come yet from the district on whether or not charter integration into MiSiS will continue.
- b. **Powerschool.**
  - i. High school. Report cards for the high school and 5th grade have been problematic. The high school's progressive grade scale is not compatible with Powerschool's percentage based grade scales, and the high school is implementing a separate gradebook to meet this need. We have a case open with Powerschool to identify why the override grades, where teachers manually enter a grade for the report card for each student, are not being reflected in the report card run.
  - ii. 5th grade. Traditionally, courses are defined in Powerschool by grade and subject matter, and are tied to a specific CALPADS course number, i.e. 7th grade English, etc. Currently, there is only one class defined for 5th grade that does not differentiate between subject matter, so each of the five 5th grade periods read as "5th Grade." The BCCS CoI is working on a supplemental insert that defines each of the periods and ties them to the grade given, i.e. 2nd period is English, 3rd period is Math, etc. This will help parents understand the report card.

### 4. Hardware Support:

- a. **Printers & Copiers.** All classroom printers at both sites were integrated into the network and classroom printing has been provided to each classroom and teacher machine via Casper mdm profile. The copiers at BCCS were replaced by Xerox, and the copiers were immediately available due to local dynamic name and queue control. Printer and copier drivers were automatically deployed via Casper mdm policy and the tech support staff assisted teachers to set up the correct print drivers. We are currently working on reimplementing print accounting, as the previous accounts were not moved to the new equipment.
- b. **Inventory.**
  - i. **Casper.** The technology support staff have been adding machines to the Casper mobile device management software, and we have accounted for 90% of the equipment. At present, we have 745 Mac workstations and laptops and 10 handheld devices. We still have about 30 Macs to add to inventory that need repair or upgrade, and about 25 hand held devices, including staff cell phones, to add to the inventory. This gives us approximately 800 Apple devices between three sites and central admin, of which approximately 60 are for staff use and 8 for network services. We also have approximately 160 Chromebooks and 70 district issued iPads for instruction. This gives us a student to machine ratio of approximately 1:1.23 (777 students, 960 access devices).

- ii. **Asset tagging.** We are in the process of procuring metal asset tags to affix to each capital asset, including workstations, laptops, servers and printers. We expect to complete this project by the end of the calendar year.
- c. **Help Desk.** We have handled 200 help desk tickets from August 24th through September 21st 2015, which is an average of approximately 10 tickets a day, There are 54 open tickets remaining. The ticket categories break down as follows:

<b>Category</b>	<b>Tickets</b>	<b>Open</b>	<b>Resolved</b>
<i>Workstations</i>	42	10	32
<i>Laptops</i>	42	9	33
<i>Instructional Tech</i>			
- <i>Aleks, SI, etc</i>	28	9	33
<i>Facilities</i>	23	15	8
<i>Phone</i>	7	2	5
<i>Network Services</i>			
( <i>accounts, email, etc</i> )	10	1	9
<i>Powerschool &amp; Records</i>	12	2	10
<i>Printing</i>	12	1	11
<i>Branding &amp; Graphics</i>	2	0	2
<i>Network Infrastructure</i>	19	4	15
<i>Tech Strategy</i>	1	0	1
<i>Handheld Devices</i>	2	1	1
<b>Totals</b>	<b>200</b>	<b>54</b>	<b>146</b>

**5. Instructional Technology:**

- a. **Illuminate.** We are in the process of setting up the technology necessary to support the Illuminate assessment program, which is replacing Study Island for online formative and summative assessments.
- b. **VoIP Phones.** Classroom voice over IP phones were re-implemented at MORCS. The move to Jaffee required that each phone use a power injector, as the switches in Jaffee do not provide power over ethernet (PoE). The technology support technician at MORCS installed the phones and the Prop 39 engineering team added the programming necessary to support the voice network.
- c. **SMART projector installation / replacement.** We have added a SMART projector to BCCS Room A to support the SPED program. Room 12’s projector failed the day before instruction began, and while the replacement is on order, it has not yet been delivered.
- d. **SMART software site license.** The BCCS teaching staff have access to the current version of SMART Notebook, which was installed automatically on each laptop via Casper mdm policy.

- e. **SFA software troubleshooting.** We assisted Mr. Takeyama in deploying the USB images that support the SFA program, which required operating system upgrades to two teacher laptops and upload / deployment troubleshooting.
- f. **NWEA Maps benchmark testing.** We are able to run about 85% of the test sessions using the lockdown browser. The tech support team will work on fixing the machines that were unable to use the lockdown browser, and the instructional team will coach teachers to use the web-based test session only as a last resort. Using the lockdown browser increases the reliability of the test scores, as students are unable to consult outside online resources during the test session.
- g. **High school wide format and 3d printers.** The high school has received a 44” wide format 8 color plotter and a Cubify Pro 3D printer. These tools give the schools large format, high resolution color output, ideal for the visual arts programs, and the ability to create physical models created from digital files. We expect this capacity to enhance instruction not only in visual arts, but also in support of the Project Lead The Way exploratory grant, that will help students visualize mathematical concepts as well as shape and form exploration. This capacity would also support any future “maker” initiatives or instructional programs. We are in the process of deploying Windows images to the high school’s lab iMacs to access the SpaceClaim 3D modeling software.

## 6. Programming.

- a. CAASCP scores parsing. I developed a script that rapidly parsed the data file for BCCS, which gave the instructional leaders access to the score data.

## 7. Strategic Planning.

1. **Technology support team training.** The YPICS tech support team, which consists of each site’s tech support technician and the director of technology, has met to familiarize the team with current issues, future projects, and to establish a team mission and vision. The technicians were also trained as Gmail admins to support Google Apps for Education. In a separate session, the technicians met with other Casper administrators and engineers in the Los Angeles area at an event hosted by Apple. The tech support staff was also trained on how to use the 3D printer. The high school’s facilities support staff was also trained.
2. **Documentation.** The tech support team is tasked with developing the run book, which details technology support processes within the YPICS community.



## ***DIRECTOR OF SPECIAL EDUCATION REPORT***

**September 28, 2015**

*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.*

### **Charter Operated Programs:**

SAVE THE DATE – Parents as Partners – One Team, One Mission

With the success of the Special Education Summit, Charter Operated Programs have started a committee to plan a similar Summit for parents of students with special needs. The tentative date is March 2016.

The Charter Operated Programs team stressed the importance of participation in Option 3 Activities. Those schools that do not participate will not be eligible for grants etc. if participation is not adequate. YPICS has always continues to participate and regularly attend executive, coordinating, and fiscal meetings.

Program Observations – All schools are required to participate in program observations this school year. We must be observed and observe other special education programs within Option 3. The purpose is constructive feedback and the sharing of best practices.

STEP Grants – Our schools will receive grants to support our sped programs. The COP is in the process of determining the allocation formula.

### **YPICS – Special Education**

Overall, YPICS' special education department has had a successful start to the new year.

Our percentages of students with special needs are below:

Bert Corona Charter School: 15%

Monseñor Oscar Romero: 10%

Bert Corona High School: 14%\*

\*7 of the 9 students with IEPs were former Bert Corona students. Due to our SWD matriculating to our high school, along with total student enrollment numbers being below what was expected, the percentage is larger than usual for a school our size.

I'm currently working on:



- Self-Review Checklist for all sites
- SST process
- Arranging training for new Sped Assessment tools
- New teacher training
- Improved compliance review/monitoring practices
- Review of SPED SBAC data

Celebrations:

- I would like to celebrate our teachers and support staff at the Middle School campuses for conducting “meet & greets” with all students with IEPs to welcome them back for the new school year. Program expectations were reviewed with each student in our sped program.
- Ms. Soria, formally the SPED paraprofessional was hired on as the High School Spanish teacher.
- Back to School night was successful for our students with special needs. All parents in attendance received a “Save the Date” card with their upcoming IEP dates. They also listened to an overview of the sped program along with expectations. Teachers stressed the point of IEP attendance and parental involvement.
- We are in the process of hiring an RSP teacher for the high school. Our candidate has enrolled in an intern program, which makes him eligible for an intern credential.

**LAUSD**

Below is a list of new and/or updated reference guides released by LAUSD:

 <p><b>New and Revised Special Education Publications July– August 2015</b></p>			 <p><b>New and Revised Special Education Publications June – August 2015 Continued</b></p>		
<b>BULLETIN PUBLICATIONS</b>			<b>REFERENCE GUIDE PUBLICATIONS</b>		
Document Number	Title	Publish Date	Document Number	Title	Publish Date
<a href="#">BUL-5616.2</a>	Additional Time and Overtime Policy – Classified Staff Working with Students with Disabilities	July 6, 2015	<a href="#">REF-6337.2</a>	Administrators Role in Ensuring Compliance with Special Education and Section 504 Legal Mandates	July 6, 2015
<a href="#">BUL-6527.0</a>	Special Education Paraprofessional Attendance Policy	July 6, 2015	<a href="#">REF-6349.1</a>	Submitting Requests for Written Translation of Individualized Education Program (IEP) and Related Documents	June 23, 2015
<a href="#">BUL 4191.1</a>	Speech Language Impairment Eligibility Certification (SLI Certification); and Language and Speech Eligibility Certification (LAS Certification)	August 25, 2015	<a href="#">REF 5994.1</a>	Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities	July 13, 2015
<b>MEMORANDUM PUBLICATIONS</b>			<a href="#">REF 5972.1</a>	Matriculation Procedural Guidelines for Students with Disabilities Residing Within the Catchment Area of a Conversion Independent Charter School or Public School of Choice Charter School	July 27, 2015
<a href="#">MEM-6525.0</a>	Alternate Curriculum Training Opportunities	July 6, 2015	<a href="#">REF4568.1</a>	Service Completion Criteria for Speech Language Impairment (SLI) Eligibility and Language and Speech (LAS) Services	August 25, 2015
<a href="#">MEM-6526.0</a>	"Structuring the Learning Environment for Individual Success": Two-Day In-Person Workshop for Teachers and Others Working with Students with Autism Spectrum Disorders and Related Disabilities	July 17, 2015			
<a href="#">MEM-6511.0</a>	2015-16 Allocation for Support of Special Education Programs (Programs 12817 and 12544)	July 6, 2015			
<a href="#">MEM-6503.2</a>	The Special Education Leadership Academy (SPELA) 2015-2016	August 26, 2015			
<a href="#">MEM-6534.0</a>	Very Special Arts Festival 2015	July 27, 2015			
<a href="#">MEM-6559.0</a>	Behavior Related Professional Development for the 2015-2016 School Year	August 25, 2015			

## ***DIRECTOR OF OPERATIONS REPORT***

**September 25, 2015**

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### **BMS Facilities Improvement Project - New Gymnasium**

A community meeting was scheduled this month and postponed for a later date to give an update on the new gymnasium project. CO Architects have come up with three designs for the designated committee. A decision to continue with the next phase in design is schedule at our next meeting. TBD.

### **Jaffe Building**

MORCS has settled into the Jaffe building. The new building is definitely an upgrade from the bungalows and has had a positive impact on school culture and safety. Jaffe currently occupies 15 classrooms and 3 additional small storage spaces. We are looking forward to settling in to our new home until the new facility is built.

### **MORCS Enrollment**

We currently have steady enrollment with **338** students currently enrolled with us. In the 6<sup>th</sup> grade, we have **121** students who have joined the Puma family followed by **105** students in the 7<sup>th</sup> Grade (13 new, 92 returning). In the 8<sup>th</sup> grade, we have **112** students (6 new, 106 returning) with a current classroom size as follows:

- 6<sup>th</sup> – 30 (4 classrooms)
- 7<sup>th</sup> – 26 (4 classrooms)
- 8<sup>th</sup> – 28 (4 classrooms)

### **Back-to-School Night**

We had an excellent BTSN on August 28<sup>th</sup> with 173 families (6<sup>th</sup> = 66%, 7<sup>th</sup> = 40%, 8<sup>th</sup> = 45%) showing up and best of all they had an opportunity to meet our amazing teachers. All we heard from parents was how they enjoyed the presentations and loved our new teaching staff. As one 6<sup>th</sup> grade parent highlighted, “I really enjoyed the presentations. I like the structure and method of teaching and this is why I sent my child to this school.” It was a job well done by the entire faculty and staff in organizing our event.

### **School Climate Transformation Grant**

We currently are in Year 1 of our school climate transformation grant. In the last couple of months, MORCS has participated in our Positive Behavior Intervention Support – Promise Coalition (PBIS-PC) Leadership group consisting of seven schools (4 in the SF Valley and 3 in Hollywood-Pico area). The MORCS Site Team has completed its initial walkthrough assessment

that was conducted by our site social worker. We have also completed our “Tier 1” Tiered Fidelity Inventory assessment and have submitted our results. Our next steps are to create an action plan based on our results that supports the PBIS framework. In addition to the PBIS-PC Leadership group and MORCS Site Team (School Culture & Climate Committee), MORCS is also part of the YPICS PBIS team made up of admin and staff for both middle schools to help refine our process and systems of support for implementing the PBIS framework.





## Monseñor Oscar Romero and Bert Corona Charter Schools

**Date:** September 28, 2015

**Report Agenda Item:** Directors and Coordinators Reports

**Position:** Director of Operations

**School Site:** Bert Corona Charter School

**Purpose:** For Board Information

**Submitted by:** Diana Gamez

### Background:

The priorities for parent and community engagement understands student data and evaluation of service delivery, including impact on student achievement. Based on these priorities we continue to sustain and make changes to improve our parent engagement program for 2015-2016 school year. The Director of Operations with the parent and community engagement committee planned to include teachers, administrators and staff to be involved in all areas of implementing the parent engagement program. This month there was a clear understanding of the importance of how parent involvement impacts student achievement. At Bert Corona Charter we were able to provide learning opportunities for parents by providing a variety of parent workshops to inform parents of the challenges and obstacles middle school students encounter that could prevent student achievement. At Bert Corona Charter our teachers also offered academic workshops.

**The following is an overview of parent activities and workshops offered the month of August and September at BCCS:**

#### **Summer Bridge Week Program for Parents**

**In this 4-part workshop series, parents were informed about the different opportunities they have as middle school parents. They learned of our charter petition as well as learned about our system in all areas. The workshop series culminated with a graduation ceremony**

***8/4/15                      37 Attended***

***8/5/15                      23 Attended***

***8/6/15                      27 Attended***

***8/7/15                      31 Attended***

**Parent Advisory**

This meeting is an opportunity for parent leaders to be selected and committees to be formed since it is at the beginning of the school year. Also in this meeting parents come up with ideas of what they would like to see for the school year 2015-2016. This meeting is held in the morning and at night.

**8/18/15          64 Attended**

**Bert Corona Welcome Knight**

This meeting is an opportunity for parent to meet teachers in an informal setting. Our parent committee decided to start the year showing parents that teachers are there for them. This is the first time our teachers felt they should open their doors before back to school night in a different setting. It was successful and all teachers were excited and participated. The evening went smooth and parents were happy.

**8/14/15          59 Attended**

**Back to School Night**

Back to School Night is an opportunity for parents to meet their student’s teachers. Additionally, parents can gain knowledge of what the teacher’s expectations and rules are. This event was successful and we had the following attendance.

Fall 2015			
Grade Level	Attending	Population	Percent
5th Grade	13	19	68.42%
6th Grade	71	112	63.39%
7th Grade	77	121	63.64%
8th Grade	68	120	56.67%
Schoolwide	229	372	61.56%

**September**

**Parent Advisory**

This meeting is an opportunity for parent leaders to report on the projects they have been working on. All the parent committees share out their monthly reports. This meeting is held in the morning and at night.

**9/17/15          49 Attended**



## **CHIEF OPERATIONS OFFICER REPORT**

### **September 28, 2015**

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### **CSD Oversight Visit of High School**

The Charter Schools Division has developed a “new” **2015/16 New School Checklist** that is now required to be completed and reviewed within the first 60 days of operation for all new charter schools. The checklist included 13 different components that each had 1 or more subtopics. The school was notified of the requirement on Friday, September 18, 2015 at 2:17 pm. The CSD requested to have the review 2 working days later on **Tuesday, September 22, 2015 at 11:30 am**. We schedule for Friday, **September 25, 2015 at 1:30 pm** so that that our team would have a reasonable amount of time to address the needs of the request.

The High School scored compliant on all 13 components. (The completed checklist is attached)

### **15-16 Budget**

The high school budget has been revised for approval from the board. The Charter School Division requested that the proposed revised budget be submitted to them. The Charter School Division is clear that we submitted a proposal to them and nothing is final until the board approves the budget.

### **Construction Projects**

#### Central Office

The City of Los Angeles Department of Building and Safety was requested the property owner to complete an additional survey of the property including parking and ADA compliance. The owner will be paying \$5000 for the survey and \$1000 for the survey company to rush the project. Central Administration is working from home or moving from site to site as needed. The current move in date is “***anticipated***” to be before the end of October.

#### MORCS

##### M&O Agreement

We continue to negotiate with the District. We are work at reducing the cost of the loan repayment and Lease and M&O costs.

#### Berendo Gym

Ms. Trujillo (Berendo MS Principal) and I are working with district staff and architects to review design proposals. The architects have presented three designs. The district preferred design

option #2 design and Ms. Trujillo and I preferred design option #2. After further review the district and architects removed both option #2 and 3 from consideration because:

- Design #2 would require significant work to be done removing issues from an unmarked street runs underneath the campus.
- Design #3 would require significant work to be done removing issues from an unmarked street runs underneath the campus and Did not allow for a fire lane to be included.

Design #1 is being reworked and will be presented shortly.



## 2015-16 NEW CHARTER SCHOOLS CHECKLIST

Name of Charter School: YPI VALLEY PUBLIC CHARTER HIGH SCHOOL Appointment Date: 9/25/15

Y	N	COMPONENTS	Comments
✓		1. Copy of Confirmation Letter Apply for Custodian of Records in advance of the need to contract employees, and process employees for both Department Of Justice (DOJ) and FBI!	
N/A		2. Evidence of: <ul style="list-style-type: none"> <li>a) Certificate of Occupancy* (COO) - Prop 39</li> <li>b) Emergency Preparedness</li> <li>c) Evacuation Maps</li> <li>d) Emergency Supplies</li> <li>e) Ask if school has submitted Liability Insurance*</li> <li>f) 2015-16 School Calendar</li> <li>g) 2015-16 Bell Schedule</li> </ul>	
✓		3. Proof that the food service provider has presented and maintains all required health clearances	
✓		4. English Learner Master Plan* (Required only if the proposed school has not adopted the District's EL Master Plan)	
✓		5. Identification and employment of special education service providers; as well as ensuring all appropriate special education staff have applied for, and have received Welligent access. School submitted Special Education's School Self Review Checklist	Mr. Nott. Speed (Principal) Mr. ...
✓		6. Completion of NCLB Grid: <ul style="list-style-type: none"> <li>a) DOJ Clearances</li> <li>b) TB Clearances</li> <li>c) Credential Information</li> <li>d) Vendor/Contractors verifications</li> </ul>	
		7. Funding line activated with the Charter Schools Division*	(INTERNAL PROCESS)
✓		8. School leadership has requested EZ-Access and Single Sign-On access for non-LAUSD employees, including all administrators and staff	Applied for New Staff. All admin have
✓		9. Contacted a nearby LAUSD school to establish the location of the daily mail delivery/pick up and have notified the Mail Unit of that location	Hollyday → Request w/ Ana Salazar
✓		10. MISIS participation* - attended MISIS training sessions; read communications; submitted requested materials to the District as needed	Exec. Director on Board of Direct/Direct of Tech
✓		11. Instructional Materials (i.e. textbooks, technology, and other supplements for Math, ELA, Science as outlined in the approved charter petition). Also ordered CELDT and SPED materials and received appropriate trainings to administer all CDE exams.	PSG & Whiston Grants Signe Post
✓		12. Enrollment and Staffing (Head Count of students enrolled, full staff)	Whiston (Pinly) Full (10) Part (3)
✓		13. If co-located - school leadership is in possession of all applicable LAUSD bulletins, reference guides, memorandums and policies (PSC or Prop 39)	

CSD INTERNAL PURPOSES ONLY

Visit conducted by:	Blanca Cortes-Alves	Date:	9/25/15
Outcome:	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete		

Notes:

7. Operations called the District were told that it's an internal process.

10. Still waiting to hear process - & what needs to happen to have both systems communicate.

13. There is 192 bulletins - which ones are applicable. We need specifics.

Re: rolling checklist w/ charter schools

\* Documents may be verified prior to actual school visit and/or questions asked to LAUSD staff (e.g., Risk Management, CSD, etc.)

**Motion**

YPICS Board of Directors vote to submit the Monseñor Oscar Romero Construction application for funding conversion at the October State Allocation Board Meeting.

**Information**

Due to available bond authority, the charter school projects will be capped at the amount reserved for each project (high lighted in yellow).

*Note: Pursuant to Board action on April 15, 2015, the charter school may be eligible to access additional bond authority that returns to the Charter School Facilities Program up to the approved total project cost listed above, up until the time the charter school receives an apportionment from the State Allocation Board.*

<b>Total OPSC Verified Project Cost</b>	<b>Preliminary Apportionment Reservation</b>	<b>Difference</b>	<b>Additional Bond Authority Available as of 9/3/15 to Fund Your Project</b>
\$14,681,242.00	\$14,267,910.00	\$413,332.00	\$0
\$962,010.00	\$882,788.00	\$79,222.00	\$0
		\$492,554.00	

**Options**

#1 No, MORCS will withdraw their application and resubmit at a later time when additional bond authority is available,

#2 Yes, MORCS will reduce to the amount of bond authority requested to the amount available.

# Coversheet

## Executive Director's August/September Report

**Section:** IX. Directors' Reports  
**Item:** B. Executive Director's August/September Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPICS Executive Director's Report September 2015.pdf  
CCSA Los\_Angeles\_Charter\_School\_Data-2.pdf

**EXECUTIVE DIRECTOR'S REPORT****September 28, 2015****California Charter Schools Association:**

CCSA has focused more and more attention on advocacy, and in so doing, has produced significant and compelling data comparing charter schools to traditional public schools. It has been interesting to watch the changing state charter landscape as CCSA staff members testify before the State Board of Education (SBE) presenting either support for renewal or reasons for closure. Their presentations are polished and impressive – to the extent, that the CDE is seriously exploring CCSA’s accountability framework. SBE members have credited and thanked CCSA for the breadth of measures, depth of analysis, and CCSA’s position on the importance of accountability.

Some CCSA member schools question the effectiveness of the association, especially CCSA’s support for the closure of poor performing charter schools, but for those who have been in the trenches for over twenty years, the importance of the statewide charter association, and their relevance both politically and legislatively, is quite remarkable.

See the “Los Angeles Charter School Data” document for a small sample of the level of data analysis that CCSA staff members regularly gather, disaggregate and share and share with the general public to better communicate the positive efforts of charter schools in local communities and across the state.

**National:*****From CCSA Advocates –******U.S. Supreme Court to Review *Abood vs. Detroit Board of Education****

The U.S. Supreme Court announced that it will hear a lawsuit in their upcoming term on the mandatory representation fees paid by California teachers to their unions, under a law passed by the state Legislature in 2000. The case, brought by an Orange County teacher, challenges the concept of “fair share” – fees to cover the costs of collective bargaining, even from employees who do not join or support the union. The court’s previous precedent, set in 1977 in *Abood vs. Detroit Board of Education*, explicitly allows fair share and will be either upheld or overturned in part or in whole with the final decision.

Commentators have remarked that any ruling against the mandatory fees would have a major effect on the state’s public employee unions and state elections, where those unions play a significant factor. The California Teachers Association, the defendants in the suit, recently



staged a seminar for its leadership titled, “Not if, but when: Living in a world without Fair Share.”

### ***Washington State Court Ruling Imperils Charters***

On September 4th, the Washington State Supreme Court issued a ruling rejecting the state's charter law passed by voters in 2012. Based on a century-old precedent, the ruling makes it unlikely that public charters would be able to receive any public funds in the state. Although the ruling does not affect California charters, CCSA made it clear in a public statement that the decision was in error.

“We hope that Washington continues to push for high-quality options for students and families,” said CCSA. The public in Washington, just as in California and across the nation, supports charter schools at very high levels, especially the flexible, personalized learning environment they offer to students. The over 1,200 students who filled up all eight public charter schools that opened this fall are clearly proof of this demand. It is now up to Washington officials to ensure that this highly sought public school choice supported by voters remains in place for students in the state.”

[In 1999, the California Court of Appeal held that the California Charter School Act of 1992 (Act) did not violate the State Constitution. (*Wilson v. State Bd. of Education* (1999) 75 Cal.App.4th 1125.) California courts have consistently enforced the rights of charter school students, parents and entities under the Act. As a result, California charter schools are publicly funded and have grown to more than 1,100 in number across the State serving more than 500,000 public school students. California charter schools are not affected by this ruling.]

School Services of California’s former Vice President and renowned California school finance authority, Paul Goldfinger, wrote the article below about the Washington State court ruling. (To both charter supporters and charter opponents, this is obviously very big news to everyone in the world of public education.)

### ***By the Way . . . Goldfinger Reports: Washington Supreme Court Rules Charter Schools Unconstitutional***

In a 6-3 vote after nearly a year of deliberation, the Washington Supreme Court ruled that charter schools are unconstitutional in that state. The decision comes just as schools are opening for the 2015-16 school year. The decision was reported in *The Seattle Times* on September 4, 2015. Chief Justice Barbara Madsen wrote that charter schools aren’t “common schools” because they’re governed by appointed rather than elected boards. Therefore, “money that is dedicated to common schools is unconstitutionally diverted to charter schools.” Although Justice Mary E. Fairhurst agreed with the majority, she did argue that the state “can constitutionally support charter schools through the general fund.” The suit was originally filed in July 2013 by a coalition including several educational groups.

Similar events occurred in Georgia in 2011, when the Georgia Supreme Court overturned a 2008 law creating a commission to authorize charter schools (which had been legal since 1993). In 2012, voters approved a constitutional amendment that reinstated the commission.

Some of you may wonder how we are connected to the information coming out of Washington state; so here is the story. Many of you know that our long-time Vice President at School Services of California, Inc., Paul Goldfinger has retired to Whidbey Island in Washington, and

*YPICS ED Report– 09/28/15*

he tipped us off. But for the real Goldfinger groupies, you may be interested to know that he has finally published a book that is not about school finance. It's called "Goldfinger's Rule of Thumb."

### ***Charters Perform Above State Average in Common Core-Aligned State Testing***

Great news for California charter school parents, teachers and students! The latest scores from Common Core-aligned state testing in California have proven that charters have outperformed the state averages in both Math and English Language Arts while serving a diverse population of students. These trends reaffirm independent research that shows charter schools are performing well with historically underserved students, and improving over time. (See related story below from State Schools Chief Torlakson.)

#### **State:**

#### ***News Release from California Department of Education, September 9, 2015***

#### **State Schools Chief Torlakson Calls First Year of CAASPP Results California's Starting Point Toward Goal of Career and College Readiness**

State Superintendent of Public Instruction Tom Torlakson today unveiled the results of new online assessments administered to about 3.2 million students last spring to gauge their progress in learning new, more rigorous academic standards designed to prepare them for college and careers in the 21st century.

Because 2015 is the first year of the new tests and because they are substantially different from their predecessors, Torlakson said the California Assessment of Student Performance and Progress (CAASPP) results will serve as a baseline from which to measure future progress and should not be compared to results from the state's previous assessments, the Standardized Testing and Reporting (STAR) program.

CAASPP includes a number of assessments, but the most widely given are the Smarter Balanced Summative Assessments, which evaluate student progress on the California standards in mathematics and English language arts/literacy, often referred to as the Common Core.

"The results show our starting point as a state, a window into where California students are in meeting tougher academic standards that emphasize critical thinking, problem solving, and analytical writing," Torlakson said. "California's new standards and tests are challenging for schools to teach and for students to learn, so I am encouraged that many students are at or near achievement standards. However, just as we expected, many students need to make more progress. Our job is to support students, teachers, and schools as they do."

Preliminary figures indicate that less than 1 percent of California students did not take the assessment resulting from a parental exemption. That shows, Torlakson said, that there is a high level of commitment to the new standards among parents, teachers, students, and business and community leaders.

The new standards and tests enjoy widespread support from leaders in K-12 and higher education who believe they can improve college readiness. California's state universities and most community colleges use the eleventh grade results as an early signal of readiness to take college courses. In English language arts/literacy, 56 percent of the eleventh graders tested are

ready or conditionally ready for college work, while in math 29 percent are ready or conditionally ready.

The CAASPP tests for English language arts/literacy and mathematics were given to students in grades three through eight and grade eleven. They consist of two parts. First, is an adaptive test taken on a computer that gives students different follow-up questions based on their answers, thereby providing a more refined picture of a student's abilities. Second, is a performance task that challenges students to apply their knowledge and skills to real-world problems. The two parts measure depth of understanding, writing, research, and problem-solving skills.

In contrast, STAR was a multiple-choice, paper-based test in which students, for the most part, filled in bubbles on paper and could more easily guess correct answers.

On CAASPP, students' scores fall into one of four achievement levels: standard exceeded, standard met, standard nearly met, and standard not met.

Statewide in all grades, 44 percent of students met or exceeded the English language arts/literacy standard and 33 percent met or exceeded the mathematics standard. ([Table 1](#))

For English language arts/literacy statewide in all grades: 16 percent exceeded standard, 28 percent met standard, 25 percent nearly met standard, and 31 percent did not meet standard. For mathematics statewide in all grades: 14 percent exceeded standard, 19 percent met standard, 29 percent nearly met standard, and 38 percent did not meet standard. Attached ([Tables 2](#) and [3](#)) provide a breakdown grade by grade in each subject.

The [CAASPP Results](#) Web site contains the results for all counties, districts, and schools across the state, broken down by grade, gender, ethnic groups, and demographics. In addition, the Web site allows users to download results and search individual categories.

The baseline scores reflect, in part, the rigor of the state's new academic standards, Torlakson said. CAASPP focuses on assessing crucial abilities, such as analyzing problems, thinking independently, and writing clearly with evidence. Those skills take time and effort to master but are essential to succeed in today's world.

"California is in the process of transforming its schools with increased funding, higher academic standards, more local control, and additional support for students and schools with the greatest needs—and this will take time," Torlakson said. "This is our first academic check-up on how that work is going, and so I ask parents and educators to take that into account, use this information wisely to help their students, and understand this is a baseline that we will build upon."

One concern, Torlakson said, is the results indicate the state has a persistent achievement gap—significant differences in scores—among students from low-income families, English learners and some ethnic groups when compared to other students. Overall, 31 percent of students in all grades from low-income families met or exceeded standard in English language arts/literacy and 21 percent met or exceeded standard in math, compared with 64 percent and 53 percent for the subjects, respectively, among other students. ([Tables 4](#) and [5](#))

Overall, 11 percent of English learners in all grades met or exceeded standard in English language arts/literacy and 11 percent in math, compared with 69 percent and 55 percent for those subjects, respectively, for students proficient in English.

As for scores among all grades for ethnic groups, 72 percent of Asians met or exceeded standard in English language arts/literacy and 69 percent in math, while 28 percent of African Americans met or exceeded standard in English language arts/literacy and 16 percent in math. Other ethnic groups fell between the two. See attached. (Tables [4](#) and [5](#))

"Clearly, we must continue working to eliminate these gaps," Torlakson said. "Much work needs to be done, but we are moving in the right direction with our efforts to provide extra resources and services for students and schools with the greatest needs."

The results also show that teachers, schools, and districts need more time, training and resources to improve student outcomes overall and to meet the high standards California has set, Torlakson said.

Toward that end, CDE helped develop a digital library for districts that contains information to help teachers improve their teaching and to collaborate with each other. In addition, teachers can use interim tests to help them get immediate information about their students' performance so they can adjust teaching during the year.

"Assessments are like satellite photos — they are snapshots taken at one moment in time," Torlakson said. "There are many positive changes underway in California's schools, and I expect CAASPP scores to rise in coming years as students and teachers get more support and more experience with these new standards and assessments."

The CDE also released results of the California Standards Test for science, which is administered to students in grades five, eight, and ten. These tests are not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are currently being developed. Overall, the percentage of students proficient and above dropped from 61 percent in 2014 to 57 percent in 2015. ([Table 6](#))

In addition, the CDE released results from the optional Standards-based Tests in Spanish (STS) for reading language arts. ([Table 7](#))

**California Assessment of Student Performance and Progress Results for 2015  
Table 1: Percentage of All California Students by Achievement Level for  
English Language Arts/Literacy and Mathematics**

<b>Content Area</b>	<b>Number of Students Tested</b>	<b>Number of Students Receiving Parental Exemption<sup>1</sup></b>	<b>Percent of Students who Exceeded Standards</b>	<b>Percent of Students who Met Standards</b>	<b>Percent of Students who Nearly Met Standards</b>	<b>Percent of Students who Did Not Meet Standards</b>
English Language Arts/Literacy	3,154,463	19,070	16	28	25	31
Mathematics	3,169,239	19,311	14	19	29	38

<sup>1</sup> Parental exemptions pursuant to *Education Code* Section 60615 and Section 852 in *Title 5* of the *California Code of Regulations*. These counts are preliminary as local educational agencies have until September 15 to report parental exemptions.

**Table 2: Number and Percentage of Students by Grade and Achievement Level for English Language Arts/Literacy (ELA)**

Grade	Number of Students Tested	Mean Scale Score	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards
Grade 3	470,191	2402.9	18	20	26	36
Grade 4	460,192	2445.7	19	21	21	39
Grade 5	458,127	2487.1	17	27	21	34
Grade 6	453,581	2511.9	13	30	29	28
Grade 7	446,784	2531.7	12	32	25	31
Grade 8	445,851	2552.7	12	33	29	26
Grade 11	419,737	2591.9	23	33	24	20
All California Students	3,154,463	--	16	28	25	31

NOTE: Percentages may not total to 100 percent due to rounding.

**Table 3: Number and Percentage of Students by Grade and Achievement Level for Mathematics**

Grade	Number of Students Tested	Mean Scale Score	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards
Grade 3	473,136	2415.1	14	26	27	33
Grade 4	461,875	2453.8	13	22	35	31
Grade 5	459,918	2480.3	15	15	29	41
Grade 6	456,194	2504.4	15	18	31	36
Grade 7	449,122	2518.5	15	19	29	37
Grade 8	450,101	2534.0	16	17	26	41
Grade 11	418,893	2560.3	11	18	25	45

All California Students	3,169,239	--	14	19	29	38
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**NOTE:** Percentages may not total to 100 percent due to rounding.

**Table 4: Statewide Percentage of Students by Group and Achievement Level for English Language Arts/Literacy**

Student Groups	Number of Students Tested	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards
All Students	3,154,463	16	28	25	31
Male	1,608,190	13	25	25	36
Female	1,546,273	19	30	25	25
American Indian/ Alaskan Native	21,051	9	23	27	41
Asian	284,288	40	32	16	12
Black or African American	183,984	7	21	26	46
Filipino	114,059	26	37	22	15
Hispanic or Latino	1,655,672	8	24	29	39
Native Hawaiian or Pacific Islander	16,153	11	27	29	33
White	781,718	26	35	22	18
Two or More Races	97,538	23	30	23	24
English Learner (EL)	607,010	2	9	24	65
English Only (EO)	1,758,757	20	31	24	26
Reclassified Fluent English Proficient (RFEP)	626,680	15	37	32	16
Initially Fluent English Proficient (IFEP)	154,814	34	35	19	12
Migrant	28,344	4	17	27	52
Economically Disadvantaged <sup>1</sup>	1,892,174	8	23	28	41

Not Economically Disadvantaged	1,262,289	29	35	21	15
Students with Disability	313,076	3	9	18	70
Students with No Reported Disability	2,841,387	18	30	26	26

<sup>1</sup> Economically Disadvantaged Students include students eligible for the free and reduced priced meal program (FRPM), foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate.

**NOTE:** Percentages may not total to 100 percent due to rounding.

**Table 5: Statewide Percentage of Students by Group and Achievement Level for Mathematics**

Student Groups	Number of Students Tested	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards
All Students	3,169,239	14	19	29	38
Male	1,615,802	15	19	27	39
Female	1,553,437	14	20	30	36
American Indian/ Alaskan Native	21,013	7	15	29	49
Asian	288,012	44	25	19	12
Black or African American	184,291	4	12	27	56
Filipino	114,520	23	29	29	20
Hispanic or Latino	1,663,770	6	15	31	48
Native Hawaiian or Pacific Islander	16,206	9	18	33	40
White	782,968	22	27	28	23
Two or More Races	98,459	20	23	28	30
English Learner (EL)	616,790	3	8	24	65
English Only (EO)	1,759,796	17	22	29	32
Reclassified Fluent English Proficient	628,115	14	22	35	29

(RFEP)					
Initially Fluent English Proficient (IFEP)	155,031	31	24	25	20
Migrant	28,746	3	11	29	57
Economically Disadvantaged <sup>1</sup>	1,901,730	6	15	30	49
Not Economically Disadvantaged	1,267,509	27	26	26	21
Students with Disability	312,984	3	6	16	75
Students with No Reported Disability	2,856,255	15	21	30	33

<sup>1</sup> Economically Disadvantaged Students include students eligible for the free and reduced priced meal program (FRPM), foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate.

**NOTE:** Percentages may not total to 100 percent due to rounding.

**Table 6: Science-Grade Level Tests<sup>1</sup> – Percentage of Students Scoring at Proficient and Above<sup>2</sup>**

Gr.	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Change in Percentage 2015-2014	Change in Percentage Overall <sup>3</sup>
Grade 5	24	28	32	37	46	49	55	58	60	57	60	55	-5	31
Grade 8	--	--	38	42	52	56	59	63	66	67	66	64	-2	26
Grade 10	--	--	35	35	40	44	46	50	53	54	56	53	-3	18
State Total 5, 8, and 10	--	--	35	38	46	50	53	57	60	59	61	57	-4	22

<sup>1</sup> The California Science Standards Test for grade five was first administered in spring 2004. The California Science Standards Test for grades eight and ten were first administered during spring 2006.

<sup>2</sup> Data for 2004 through 2014 are final statewide data. The 2015 data are preliminary and include results for approximately 99% of the students in the state. This table includes results from the California Standards Tests (CSTs) only. Percentages included in this table may differ from the percentages printed on the reports due to rounding.



Grade 5 data show changes between 2004 and 2015. Grades 8 and 10 show changes between 2006

*From School Services of California –*

***Top Legislative Issues for 2015—September 4, 2015***

The last dash to the end of the legislative year kicked off with the second-house Appropriations Committee deadline. On Thursday, August 27, 2015, when the Senate and Assembly Appropriations Committees each took up their “Suspense Files,” hundreds of bills were done for the year—but the bills that made it off “suspense” surge forward on a sprint to Governor Jerry Brown’s Desk.

Over the past few months, we have highlighted the bills that would have a significant effect on education, many of which also come with significant price tags, making them particularly susceptible to the Appropriations Committee process. Some of the “Top Legislative Issues” were held in Committee and will go no further, including:

- [\*\*Senate Bill \(SB\) 3\*\*](#) (Leno, D-San Francisco) would have increased the minimum wage to \$11 on January 1, 2016, and to \$13 on July 1, 2017.
- [\*\*Assembly Bill \(AB\) 292\*\*](#) (Santiago, D-Los Angeles) would have required school districts, in addition to providing a nutritionally adequate free or reduced-price meal for each needy pupil each school day, to ensure that each of the schools provides their pupils adequate time to eat after being served.
- [\*\*AB 713\*\*](#) (Weber, D-San Diego) would have required students to complete one year of kindergarten before being admitted into first grade, beginning in the 2017-18 school year.

For those bills that did pass the Appropriations Committee, hundreds have been amended over the past few days, to address cost concerns or any issues that would make them potentially less successful in seeking Governor Brown’s signature. Bills will get a full floor vote in the second house and, if they have been amended during their time there, will go back to their house of origin for a vote of concurrence on the amendments and it’s off to Governor Brown’s Desk.

This all must be done before Friday, September 11, the deadline for bills to be sent to Governor Brown in the regular session. Potentially, bills in the extraordinary sessions on health care and transportation could be sent at a later date, but every day the Legislature is in session they must be paid their per-diem allowance. Legislative leaders and Governor Brown would need to consider potential public fallout of continuing the special sessions past the September 11

**Approved by the Legislature**

**[AB 215](#) (Alejo, D-Watsonville)—**Local Agency Employment Contracts: Maximum Cash Settlement.** As approved by the Legislature, Assembly Bill (AB) 215 would provide that in the case of a district superintendent of schools only, for contracts of employment negotiated on or after January 1, 2016, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by 12 (instead of 18 months under current law).**

**SSC Comment:** There have been previous legislative attempts in the past to limit the cash settlement for school district leadership. Both times, the bills were opposed by administrators, business officials, and school districts and failed the legislative process.

**SB 445 (Liu, D-La Cañada Flintridge)—Pupil Instruction and Services: Homeless Children: Foster Children.** If signed by Governor Brown, SB 445 would provide students who are homeless the right to remain in their schools of origin and the right to immediate enrollment. Among other provisions, it would require an LEA, at the point of change or subsequent change in residence once a student becomes homeless, to allow the student to continue his or her education in the school of origin through the duration of homelessness.

**SB 725 (Chapter 225/2015)—Pupil Testing: High School Exit Examination: Exemption.** SB 725 eliminates the California High School Exit Examination (CAHSEE) as a condition of graduation for any senior in the Class of 2015 who met all other graduation requirements. As an urgency measure, the bill is effective upon Governor Brown's signature on August 26, 2015.

**AB 215 (Chapter 240/2015)—Local Agency Employment Contracts: Maximum Cash Settlement.** As signed by Governor Brown, AB 215 provides that, in the case of a district superintendent of schools only, for contracts of employment negotiated on or after January 1, 2016, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by 12 (instead of 18 months under existing law).

**AB 963 (Bonilla, D-Concord)—Teachers' Retirement Law.** If signed by Governor Brown, this bill would include as California State Teachers' Retirement System (CalSTRS) creditable service, for the purposes of the Defined Benefit Program (DBP), any activities that do not meet the definition of creditable service but were performed for an employer on or before December 31, 2015, and were reported as creditable service to CalSTRS. The bill would also make various changes to the definitions of creditable service.

### New Legislation

**AB 975 (Mullin, D-South San Francisco)—School Facilities: Lease-Leaseback Contracts: Contractor Relief.** As gutted and amended on August 18, 2015, Assembly Bill (AB) 975 would entitle a contractor to be paid for the reasonable costs of labor, materials, equipment, and services rendered to a school district prior to the date of the determination that the contract was invalid. The bill would apply only to lease-leaseback contracts entered into prior to July 1, 2015. The bill contains an urgency clause, which, if signed by Governor Jerry Brown, would make it effective immediately upon signature.

**SSC Comment:** AB 975 was introduced in response to the *Davis v. Fresno Unified School District* case in which the Fifth Circuit Court of Appeal deemed a lease-leaseback contract entered into by the district to be in violation of certain provisions the lease-leaseback statutes.

**SB 148 (McGuire, D-Healdsburg)—School Districts: Reorganization: Local Control Funding Formula.** Previously a bill to provide funding for career technical education, SB 148 was amended into a bill to address issues of district reorganization under the Local Control Funding Formula (LCFF). SB 148 would enact numerous provisions specifying computations to determine the funding, pursuant to the LCFF, of school districts that are, or proposed to be, affected by the various types of actions that may be undertaken to reorganize districts.

**SB 172 (Liu),** which would suspend the CAHSEE for school years 2014-15 through 2017-18 and require the State Superintendent of Public Instruction to convene a task force to develop recommended alternatives to CAHSEE, is in the Assembly Appropriations Committee. Its fate

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is still unknown.

**SB 799 (Hill)—School Finance: School Districts: Annual Budgets: Reserve Balance.** SB 799 would, among other things, set a hard cap of 17% of unassigned General Fund balances and Special Reserve Fund for Other than Capital Outlay Projects (Fund 17) balances without regard to a district's size. The bill also clarifies that the reserve cap only applies to General Fund unassigned balances and Fund 17 balances to ensure that the cap does not impact funds that districts may have already set aside for other long-term projects or obligations (such as facilities, technology, or transportation).

Recognizing the unique circumstances of basic aid school districts and districts with an average daily attendance of fewer than 2,501, these districts would be exempt from the reserve cap under SB 799. SB 799 would also add a requirement for school district boards to adopt a board policy on fund balances.

**SSC Comment:** The path to Governor Brown's Desk for SB 799 is unclear at this time, both procedurally and politically. Supported by CSBA and numerous education stakeholders, CTA is presumed to be opposed to SB 799, which will make its legislative path more difficult.

## Employees

Bills effecting public school employees continue to dwindle and a majority of those that remain have been sent to the Appropriations Committee suspense files. Among them are AB 141 (Bonilla, D-Concord), which would require local educational agencies (LEAs) to provide beginning teachers with a program of induction, and AB 375 (Campos, D-San Jose), which would allow certificated employees to use differential leave to extend leaves for maternity/paternity.

**AB 141 (Bonilla)—Teacher Credentialing: Beginning Teacher Induction Programs.** As amended on July 9, 2015, AB 141 would make the provision of induction for beginning teachers a requirement of each LEA. Specifically, AB 141 would require that LEAs, beginning with hiring for the 2016-17 school year, and each year thereafter, provide each teacher holding a preliminary credential with a program of induction and would prohibit LEAs from charging a fee to beginning teachers. Prior to the June 9 amendments, the bill conditioned the receipt of Part A of Title II federal funds on compliance with AB 141. This provision was removed and replaced with language indicating that the bill would impose a state-mandated local program.

**AB 375 (Campos)—School Employees: Sick Leave: Paternity and Maternity Leave.** As amended on July 8, 2015, AB 375 adds Education Code Section 44977.5 and would provide certificated employees with 12 weeks of leave at a differential rate of pay for maternity or paternity leave. Employees in California already have a right to take employment protected leave to bond with a newborn, or newly placed foster or adopted child. The California Family Rights Act (CFRA) provides for twelve weeks of unpaid leave for this purpose, and employees can use any available paid leaves in exchange for this unpaid leave. If properly noticed by the employer, it would appear that the CFRA leave could run concurrent with maternity/paternity leave provided for under AB 375.

While the amendments to AB 375 would not provide for any additional leave beyond that currently provided for under the CFRA, an employee who'd exhausted all of their accumulated sick leave could be compensated at a differential rate of pay rather than having the leave be unpaid. Additionally, it would ensure the continuation of the employer's contribution to health benefits. Under the CFRA provisions related to bonding, the employer is not required to pay for the employee's portion of health benefits.

**AB 128 (Committee on Budget) Education Finance and SB 103 Education Finance. These 2015-16 State Budget clean-up bills would address the methodology for appropriating \$490 million of Educator Effectiveness funds to local educational agencies (LEAs) specified as school districts, county offices of education, charter schools, and the state special schools per certificated staff in the 2014-15 school year. Both bills amend the State Budget language to clarify that the apportionments will not be based on *head count* as initially interpreted, but will be on *full-time equivalent* (FTE) certificated staff based on California Longitudinal Pupil Achievement Data System data.**

## Pupil Fees

**SB 320 (Lara, D-Bell Gardens)—Pupil Fees: Complaint of Noncompliance: Regulations.** This bill prohibits a public school from establishing a local policy or procedure that authorizes the public school to resolve a complaint regarding assessment of pupil fees, whether formally or informally, by providing a remedy to the complainant without also providing a remedy to all affected pupils, parents, and guardians.

AB 1575 (Chapter 799, Statutes of 2012) codified the prohibitions against pupil fees and provided for the resolution of noncompliance through the Uniform Complaint Process (UCP). The American Civil Liberties Union (ACLU) and other supporters of SB 320 are seeking to further clarify and strengthen existing law to ensure uniform compliance with AB 1575. This bill is on the Assembly Appropriations Committee suspense file.

### Progress of LCFF Evaluation Rubrics and CAASPP Scores Available Soon

On Thursday, September 3, 2015, the State Board of Education (SBE) heard a full, rich presentation on the development of the new accountability system and updates on the progress of the Local Control Funding Formula (LCFF) Evaluation Rubrics, which, overall, received high praise from the SBE members and policy stakeholders.

With the extension of the deadline for adoption of the LCFF Evaluation Rubrics from October 1, 2015, to October 1, 2016, the California Department of Education (CDE) will be facilitating a user acceptance testing in the coming weeks with 12 pilot local educational agencies (LEAs) and their stakeholders, along with the Rubric Technical Design Group, to gather feedback on the testing process and the developing LCFF evaluation rubrics. An update of this process will be provided during the SBE's next meeting in November 2015.

The LCFF Evaluation Rubrics will include the following features, with the goal of creating a conceptual example for LEAs to use as they create support structures to foster transparency, flexibility, and equity:

- Include all state priorities
- Offer clear statements and descriptors of standards that indicate practice and expectation for LEAs, schools, and subgroups as appropriate and to the extent possible
- Provide a tool to complement planning and progress monitoring
- Support analysis and feedback by facilitating deeper reflections of data through customized narratives based on consideration of data trends and relationships
- Further develop the emerging accountability system by serving as a resource for data analysis, reflection, and resource alignment inquiry

In other news, the CDE announced during the SBE meeting that it is expected to release the 2015 California Assessment of Student Performance Progress (CAASPP) baseline scores on its website the week of September 7 for students in grades 3-8 and 11 on English Language Arts/Literacy and Mathematics. With the passage of Assembly Bill 484, CAASPP was established on January 1, 2014, replacing the old Standardized Testing and Reporting (STAR) program. To guide parents or guardians in accessing and understanding the new student score reports, the CDE has created an online parent guide, which can be found at <http://www.cde.ca.gov/ta/tg/ca/caasppreports.asp>.

**District:*****Elected and Re-Elected LAUSD Board Members Sworn In -***

On Wednesday, July 1, 2015, LAUSD hosted a swearing-in ceremony for newly-elected board members Dr. Ref Rodriguez and Mr. Scott Schmerelson, along with re-elected incumbents Dr. George McKenna and Dr. Richard Vladovic.

Parents, community members, and over a dozen charter leaders turned out to support Dr. Rodriguez, the co-founder of the Partnerships to Uplift Communities (PUC) network of charter public schools, and first-ever charter leader to sit on the LAUSD school board. At the ceremony, Dr. Rodriguez delivered a passionate speech that emphasized unity, access, and equity to kick off his tenure on the board.

While addressing the audience at the Roybal Learning Center, Dr. Rodriguez said, "I will do everything in my power to ensure that we are unified," indicating that the entire board was focused on putting kids first. Dr. Rodriguez also addressed the gathering, stating, "Unified means that we all are welcome; there's a place for you in our district." This theme of unity was picked up by many in the media, as you can read below.

***New LAUSD Board Leadership -***

At the June 23, 2015 meeting of the LAUSD Board of Education, an effort to eliminate term limits for the LAUSD Board President by Ms. Monica Ratliff and Ms. Monica Garcia failed to receive majority support from the board. As a result, the term of outgoing Board President, Dr. Richard Vladovic, expired on June 30.

At the July 1, 2015, Annual Board Meeting, board members discussed the characteristics they sought in a Board President extensively before selecting new leadership. Notably, Ms. Garcia and Ms. Ratliff raised concerns regarding the need for the President to be transparent, inclusive, and intentional since that person would be viewed as the voice of the entire board. Directly proceeding the discussion, Dr. McKenna moved to nominate Mr. Zimmer as the new President, which Dr. Vladovic seconded, and the board voted unanimously in his favor after their discussion.

During that discussion, Mr. Zimmer indicated that as Board President, he would appoint Dr. McKenna as Vice President and Dr. Vladovic as a newly-created liaison to LAUSD's labor partners.

***LAUSD Moves Forward on Superintendent Search -***

On Tuesday, September 1, the LAUSD board of education unanimously selected executive search firm Hazard, Young, Attea & Associates to lead the superintendent search. According to the LA Times, Hazard emphasized the need to keep superintendent candidates secret until a choice is made, stating "the more confidential a search, the better the candidates... We want a transparent search, except for identity of candidates." The firm emphasized that the push for secrecy was not meant to exclude public input and that there could be numerous public forums and surveys, with a large role for an appointed committee that represents the community.

The move to begin searching for the superintendent to succeed Ramon Cortines comes on the heels of public statements regarding the need for openness in the hiring process, finding

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someone with a background as an educator, and the inclusion of the views of multiple stakeholders. Although agreeing on most of those points, UTLA, the teachers union in Los Angeles, made it clear in a statement that it would oppose the selection of anyone from the Broad Academy.

**Item V.C.**



## **FENTON CHARTER PUBLIC SCHOOLS**

September 17, 2015

**TO:** Fenton Charter Public Schools  
Board of Directors

**FROM:** Irene Sumida  
President

**SUBJECT: Review of Brown Act**

### **BACKGROUND**

The Ralph M. Brown Act is an act of the California State Legislature, authored by Assemblymember Ralph M. Brown and passed in 1953, that guarantees the public's right to attend and participate in meetings of local legislative bodies.

The Brown Act was enacted in response to public concerns over informal, undisclosed meetings held by local elected officials. The Brown Act solely applies to California city and county government agencies, boards, and councils. The comparable Bagley-Keene Act mandates open meetings for State government agencies.

**Attachment: *Brown Act Training Power Point***

*FCPS Agenda – September 17, 2015*

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## **ANALYSIS**

As a charter public school board, the Fenton Charter Public Schools Board of Directors are required to follow the provisions of the Brown Act. The attached Power Point presentation was presented and viewed by the board during the 2013-2014 school year and the Board is receiving the Power Point again for review of requirements.

## **RECOMMENDATION**

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

**Attachment: *Brown Act Training Power Point***

*FCPS Agenda – September 17, 2015*

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## Charter School Data - LAUSD

The Los Angeles Unified School District (LAUSD) is home to the strongest performing charter school network in California, and perhaps in the nation. All charter schools are public, tuition-free and serve all students.

### Overview of Charter Schools in LAUSD

- Number of charter schools: 285
- Number of students enrolled in charter schools: 143,187
- Charter public school students represent 22% of the total number of public school students in LAUSD
- Of the 285 charter schools in LAUSD: 231 Autonomous | 81 Co-located
- Number of students on wait lists for LAUSD charter schools: 36,300

### Student Demographics

Despite myths that suggest otherwise, the student population at charter schools in LAUSD is highly diverse. Student demographics at autonomous charter schools are as follows:

- **Latino:** 73%
- **Caucasian:** 7%
- **African American:** 12%
- **Asian:** 2%

*(Above data from 2013-2014 is the most current available)*

- **Low-Income Students** (free & reduced lunch): 78%
- **English Language Learners:** 33%
- **Students with Special Needs:** 10%

*(Above data from 2012-2013 is the most current available)*

## Types of Charter Schools

### Autonomous

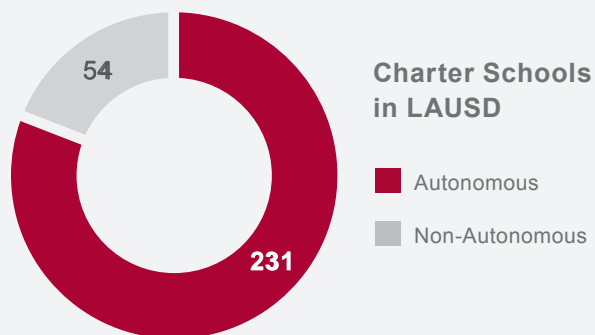
*a.k.a. Independent or Non-Affiliated*

Schools that appoint their board of directors, do not use the local school district's collective bargaining agreement, are directly funded and are likely to be incorporated as a 501(c)3.

### Non-Autonomous

*a.k.a. Dependent or Affiliated*

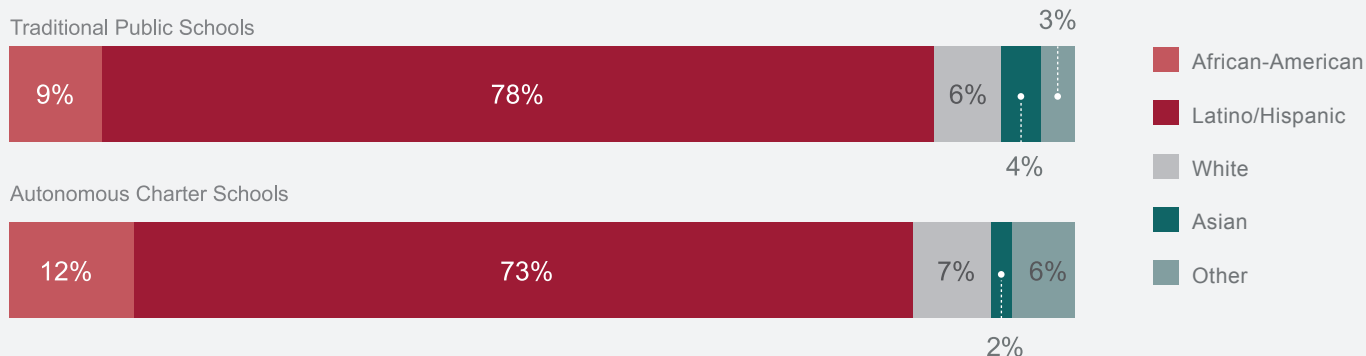
Schools that either have the majority of their board of directors appointed by their authorizer or are under a school district's collective bargaining agreement, are indirectly funded, and are not incorporated as a 501(c)3.



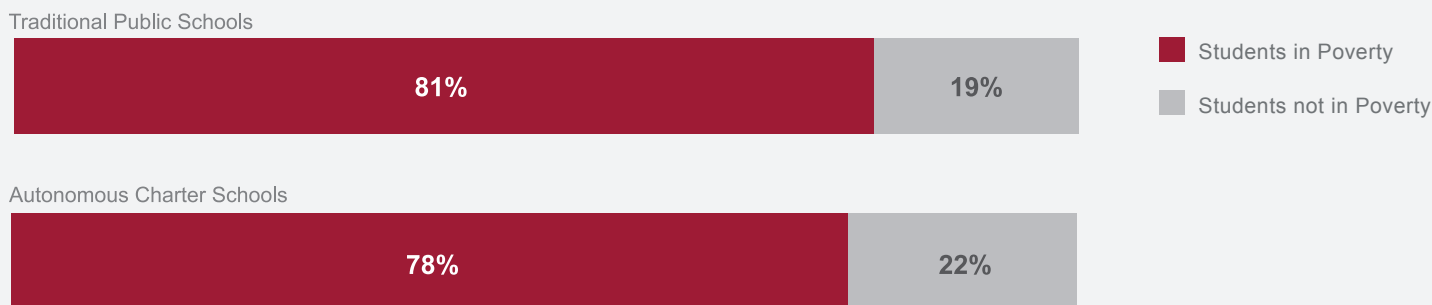
Some autonomous schools are also co-located. A co-located charter school shares a campus with a traditional school. In a few cases, charter schools are co-located with other charter schools.



## LAUSD Demographics 2013-2014



## LAUSD Students in Poverty 2013-2014



## Learning Time

In 2014, Stanford University’s Center for Research on Educational Outcomes (CREDO) conducted the first comprehensive analysis of charter schools in LAUSD. It found that charter school students gain significantly more learning time than their peers in traditional schools.

- **Charter school students gain 79 more days of learning than their traditional school peers** in math, as well as 50 additional days of learning in reading.
- **Latino students gain 72 more days of learning** in math and 43 extra days in reading.
- **Latino students in poverty gain 115 additional days of learning** in math and 58 additional days in reading.
- **African American students gain 14 extra days of learning** in both reading and math.
- **African American students in poverty gain 58 additional days of learning** in math and 36 additional days in reading.

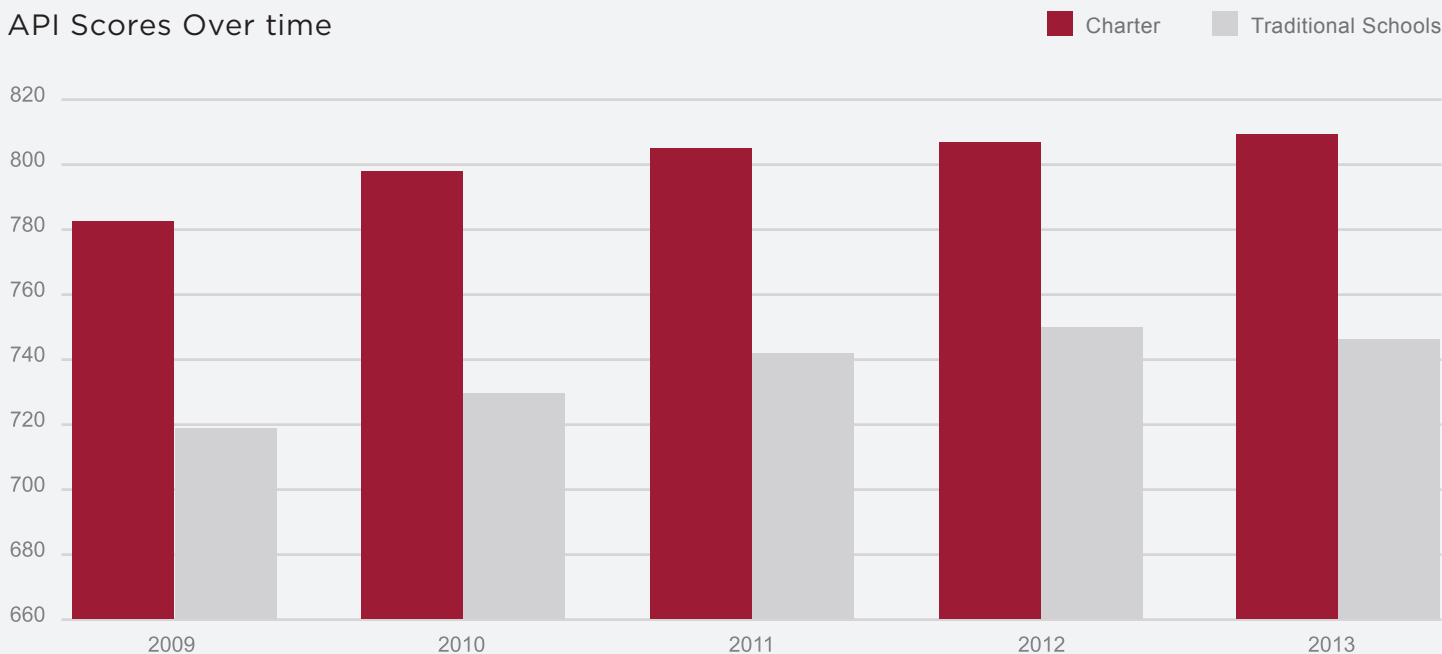


## Academic Performance

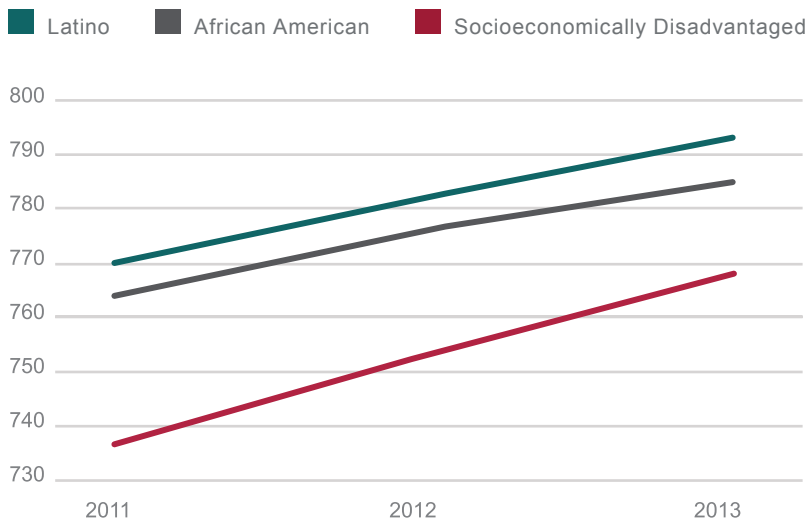
Academic performance at charter schools in LAUSD surpasses performance at traditional schools:

- The average API score of charter schools is 808, compared to an average API of 745 at traditional schools.
- Academic performance of charter schools has increased every year since 2009.

API Scores Over time



Student Subgroup API Scores Over Time



Performance by Latino, African American and low-income students at charter schools has increased steadily for the past three years.



### Percent Proficient

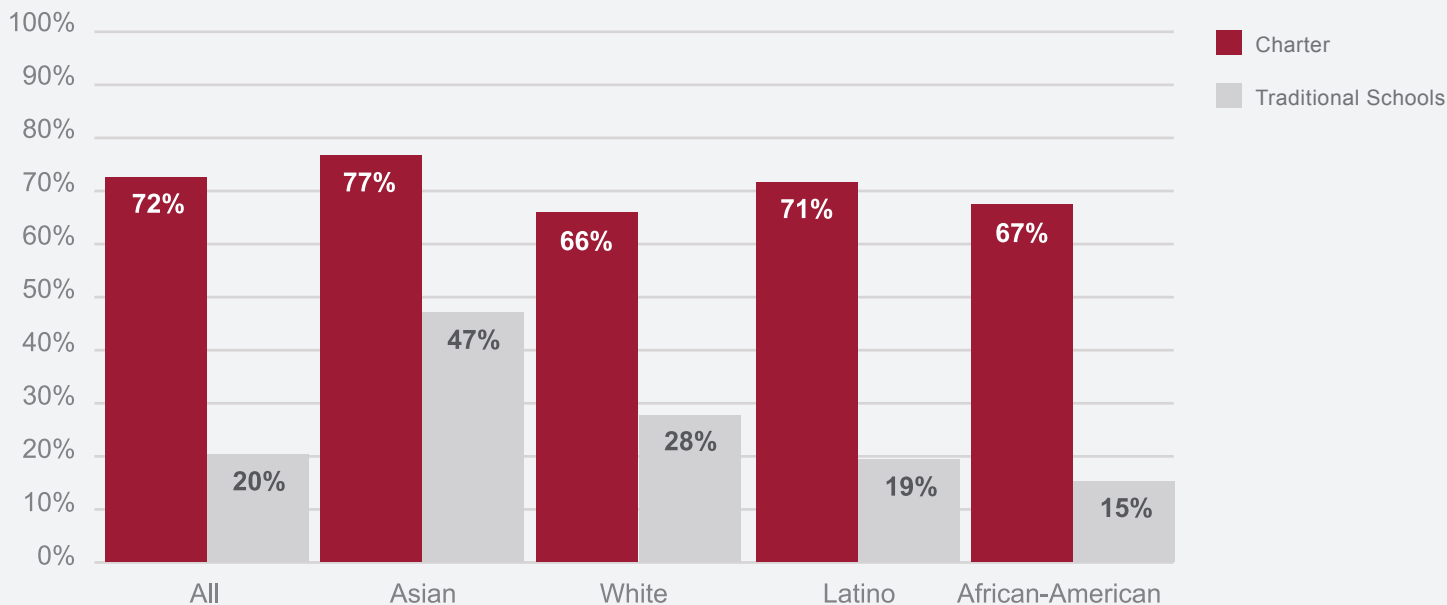
	Math			ELA		
	2011	2012	2013	2011	2012	2013
Latino	56	57	60	51	52	54
African American	45	47	52	49	51	53
Socioeconomically Disadvantaged	54	55	58	51	51	53

### College Readiness

College readiness is one of the most powerful measures of academic success.

- By the time they've graduated, **students at charter schools are nearly 4 times more likely to have completed courses needed for college admission** than students at traditional schools.
- This is particularly true for Latino and African American students, as shown in the chart below:

College-Readiness Among LAUSD High School Graduates



This is a snapshot of LAUSD charter schools. For more data, contact Jason Mandell, Director, Advocacy Communications: [jmandell@calcharters.org](mailto:jmandell@calcharters.org).

# Coversheet

## LAUSD Charter Schools Division Oversight Process

**Section:** X. For Your Information and Review  
**Item:** A. LAUSD Charter Schools Division Oversight Process  
**Purpose:** FYI  
**Submitted by:** Yvette King-Berg, Executive Director

**Related Material:**

2015-16 New Charter Schools Checklist - YPI CHARTER HS-4.pdf  
CSDCompliance Monitoring Board Certification Document September 2015.docx  
CSD Vendor Certification 2015-2016 - CSD FINAL 052115.docx  
CSD Certification Criminal Background Check - FORM - CSD 052615.docx  
CSD Certification of Clearances 2015-2016 - aka NCLB Grid - CSD 052115-5.docx  
CSD ESEA HQ Cert of Compliance - CDE - Nov 2014-2.pdf  
CSD Annual Performance-Based Oversight Visit Report 2015-2016 - CSD 052115.pdf  
CSD Calendar - Due dates for charter Schools 2015-16.pdf

**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. The following is a list of the Oversight Visits scheduled for YPICS for the 2015-2016 school year: BCCS-Thursday, 4/28/16 MORCS-Thursday, 4/21/16 YPI-Valley Public Charter High School-Thursday, 1/21/16

**RECOMMENDATION:**

This is an information items nd no action is required.



## 2015-16 NEW CHARTER SCHOOLS CHECKLIST

Name of Charter School: YPI VALLEY PUBLIC CHARTER HIGH SCHOOL Appointment Date: \_\_\_\_\_

Y	N	COMPONENTS	Comments
		1. Copy of Confirmation Letter Apply for Custodian of Records in advance of the need to contract employees, and process employees for both Department Of Justice (DOJ) and FBI	
		2. Evidence of: <ul style="list-style-type: none"> <li>a) Certificate of Occupancy* (COO)</li> <li>b) Emergency Preparedness</li> <li>c) Evacuation Maps</li> <li>d) Emergency Supplies</li> <li>e) Ask if school has submitted Liability Insurance*</li> <li>f) 2015-16 School Calendar</li> <li>g) 2015-16 Bell Schedule</li> </ul>	
		3. Proof that the food service provider has presented and maintains all required health clearances	
		4. English Learner Master Plan* (Required only if the proposed school has not adopted the District's EL Master Plan)	
		5. Identification and employment of special education service providers; as well as ensuring all appropriate special education staff have applied for, and have received Welligent access. School submitted Special Education's <i>School Self Review Checklist</i>	
		6. Completion of NCLB Grid: <ul style="list-style-type: none"> <li>a) DOJ Clearances</li> <li>b) TB Clearances</li> <li>c) Credential information</li> <li>d) Vendor/Contractors verifications</li> </ul>	
		7. Funding line activated with the Charter Schools Division*	
		8. School leadership has requested EZ-Access and Single Sign-On access for non-LAUSD employees, including all administrators and staff	
		9. Contacted a nearby LAUSD school to establish the location of the daily mail delivery/pick up and have notified the Mail Unit of that location	
		10. MiSIS participation* – attended MiSIS training sessions; read communications; submitted requested materials to the District as needed	
		11. Instructional Materials (i.e. textbooks, technology, and other supplements for Math, ELA, Science as outlined in the approved charter petition). Also ordered CELDT and SPED materials and received appropriate trainings to administer all CDE exams.	
		12. Enrollment and Staffing (Head Count of students enrolled, full staff)	
		13. If co-located – school leadership is in possession of all applicable LAUSD bulletins, reference guides, memorandums and policies (PSC or Prop 39)	

CSD INTERNAL PURPOSES ONLY

Visit conducted by:		Date:
Outcome:	<input type="checkbox"/> Complete <span style="margin-left: 200px;"><input type="checkbox"/> Incomplete</span>	

Notes:

\* Documents may be verified prior to actual school visit and/or questions asked to LAUSD staff (e.g., Risk Management, CSD, etc.)

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**DIVISION OF INSTRUCTION ♦ OFFICE OF SCHOOL CHOICE**  
**Charter Schools Division**

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**RAMON C. CORTINES**  
*Superintendent of Schools*

**DR. RUTH PEREZ**  
*Deputy Superintendent of Instruction*



**GEORGE BARTLESON**  
*Chief of School Choice*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2015-2016**

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:

- (1) **Certification of Board Compliance Review**: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2015-2016*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 14, 2016.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) **Documentation of Compliance**: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2015-2016* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2015-2016* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez  
Director



Name and Location Code of Charter School
Name of Governing Board Chair

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2015-2016\*

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016” form	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearance by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); <a href="#">NCLB HQ Resources (CDE)</a> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to,	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

Name and Location Code of Charter School
Name of Governing Board Chair

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
the school’s most current <b>contact information</b> for each Governing Board member and the <b>2015-2016 Board meetings calendar</b> . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	List/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school’s health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. School Safety Plan (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Bloodborne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Bloodborne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD <b>English Learner Master Plan</b> or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

Name and Location Code of Charter School
Name of Governing Board Chair

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school’s approved charter as well as applicable law	Parent Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>
10. Parents receive <b>notifications and communications</b> in accordance with state and federal law, including required NCLB notice regarding teachers who do not hold a valid Commission on Teacher Credentialing Certificate, permit, or other document, including EL authorization, equivalent to that which a teacher in other public schools would be required to hold. Ed. Code § 47605(1); <a href="#">NCLB HQ Resources (CDE)</a> .	Evidence of notification of parents’ Title 1 “Right to Know” teacher qualifications and Not Highly Qualified status.	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Title 1/NCLB parent notification (for non-NCLB compliant teachers/paraprofessionals)	<input type="checkbox"/>	<input type="checkbox"/>
	Parent Compact	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>Ralph M. Brown Act, Gov. Code §§ 54950-54963</li> </ul>	Board meeting agendas and minutes for the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input type="checkbox"/>	<input type="checkbox"/>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

Name and Location Code of Charter School
Name of Governing Board Chair

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
<ul style="list-style-type: none"> <li>Political Reform Act, Gov. Code §§ 81000-91015</li> <li>Public Records Act, Gov. Code §§ 6250-6276.48</li> </ul> <p>See current DRL.</p>	Evidence of Brown Act training	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b> . See Healthy, Hunger Free Kids Act of 2010 ( <b>Public Law 111-296</b> ); Child Nutrition and WIC Reauthorization Act of 2004.  Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input type="checkbox"/>	<input type="checkbox"/>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

Name and Location Code of Charter School
Name of Governing Board Chair

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
students.			
17. The governing board oversees the development of and approves/adopts the <b>stakeholder engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input type="checkbox"/>	<input type="checkbox"/>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

<hr/> Name and Location Code of Charter School
<hr/> Name of Governing Board Chair

### CERTIFICATION OF BOARD COMPLIANCE REVIEW

The undersigned hereby certifies that, on \_\_\_\_\_, the Governing Board of \_\_\_\_\_ reviewed the school's compliance-related policies, systems, and procedures.\*\*

Date(s)

Name of Charter School

<b>Printed Name of Governing Board Chair</b>	<b>Signature of Governing Board Chair</b>	<b>Date Signed</b>

**\*NOTE: This list of compliance requirements is not exhaustive; the school must be in compliance with all applicable requirements at all times, and all compliance remains subject to further oversight.**

## Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

**In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)**

With respect to the Agreement/Contract (Number \_\_\_\_\_) between \_\_\_\_\_ (“CHARTER SCHOOL”) and the individual, company or contractor \_\_\_\_\_ (“VENDOR”) for provision of services.

**PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.**

**CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:**

- A. The VENDOR hereby certifies to the CHARTER SCHOOL’s Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the VENDOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees.
- C. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all VENDOR employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(l).

**List below, or attach, the name and other information for each vendor employee for whom VENDOR has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.**

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

**WAIVER JUSTIFICATION:**

- D. The VENDOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.
  - The VENDOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
  - The VENDOR and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]
  - The VENDOR, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [EC 45125.2 (a)]

**Check all methods to be used:**

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the VENDOR by an employee of the VENDOR who has not been convicted of a serious of violent felony as ascertained by the DOJ
- 3) Surveillance of employees of the VENDOR by school personnel
- The services provided by the VENDOR are for an “EMERGENCY OR EXCEPTIONAL SITUATION” ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [EC 45125.1(b)]

**By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the VENDOR’S sole responsibility to maintain, update, and provide the CHARTER SCHOOL with current and complete information along with the employee list, throughout the duration of services provided by VENDOR.**

Authorized Vendor Signature

Printed Name

Title

Date

## CRIMINAL BACKGROUND CLEARANCE CERTIFICATION

Full Name of Employee: \_\_\_\_\_ DOB: \_\_\_\_\_

As the duly authorized Custodian of Records for \_\_\_\_\_ (“Charter School”), I received the California Department of Justice Criminal Offender Record Information summary report (“DOJ Report”) regarding the employee named above and hereby certify, under penalty of perjury, that the DOJ Report regarding the employee named above shows that he/she has not been convicted of a violent felony as listed in California Penal Code section 667.5 or a serious felony as listed in California Penal Code section 1192.7. Further, I certify that the school has requested subsequent arrest notification service regarding this employee pursuant to section 11105.2 of the California Penal Code.

Date of Clearance<sup>1</sup>: \_\_\_\_\_

Start Date<sup>2</sup>: \_\_\_\_\_

By signing below, I certify, under penalty of perjury, that the information contained in this Certification form is complete and accurate. As an authorized representative of Charter School, I also acknowledge that it is Charter School’s responsibility to maintain current Criminal Background Clearance Certification regarding the above named employee, and, upon request, to provide such certification to the Los Angeles Unified School, Charter Schools Division.

Name of Custodian of Records: \_\_\_\_\_

Title/Position: \_\_\_\_\_  
(in addition to Custodian of Records)

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

<sup>1</sup> “Date of Clearance” = the date that the school’s Custodian of Records reviewed the DOJ Report and determined that the applicant was cleared for employment

<sup>2</sup> “Start Date” = the first day that the employee performed any work for the school/organization



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**DIVISION OF INSTRUCTION ♦ OFFICE OF SCHOOL CHOICE**  
***Charter Schools Division***

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**RAMON C. CORTINES**  
*Superintendent of Schools*

**DR. RUTH PEREZ**  
*Deputy Superintendent of Instruction*



**GEORGE BARTLESON**  
*Chief of School Choice*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

**GUIDE TO THE COMPLETION OF**  
***CERTIFICATION OF CLEARANCES, CREDENTIALING, NCLB***  
***QUALIFICATIONS, AND MANDATED REPORTER TRAINING 2015-2016***  
**FORM**

The purpose of this guide is to provide supplemental information that may support you in completing your school's *Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016* form (also known as the "NCLB Grid").

**REQUIREMENTS PER APPLICABLE LAW AND CHARTER**

**Criminal Background Clearance Requirements**

Each charter school shall require the following persons to submit to criminal background checks and fingerprinting: (1) all employees of the charter school, (2) all employees of contracting entities/independent contractors ("vendors") providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a charter school employee. (See, e.g., Education Code §§ 44237, 45122.1, and 45125.1.)

Each charter school must maintain on file and available for inspection evidence that the charter school has (1) designated and maintains at least one Custodian of Records, duly confirmed by the California Department of Justice, who is responsible for the security, storage, dissemination, and destruction of criminal record information (see California Penal Code § 11102.2.); (2) performed criminal background checks and cleared all employees prior to employment; and (3) obtained certification that vendors have conducted all requisite criminal background clearances for their employees prior to any contact with students. Each charter school shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions*.)

**Tuberculosis Risk Assessment/Clearance Requirements**

Each charter school shall require all employees, and any volunteer or vendor employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB), within the period of 60 days prior to employment/service, per the requirements of recently amended Education

Code section 49406. (See AB 1667 (2014).) Each charter school shall maintain and monitor TB clearance records on file to ensure ongoing compliance. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

### **Credentialing and NCLB Compliance**

Each charter school shall adhere to the requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Education Code section 47605(l), which provides that teachers must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter schools have been given flexibility with regard to non-core, non-college preparatory courses. Each charter school shall maintain current copies of all teacher credentials and make them readily available for inspection. (See *District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.*)

### **Child Abuse Mandated Reporter Training:**

Each charter school must provide every employee, and every other person working on behalf of the school who is a mandated reporter, with annual training on child abuse detection and reporting. (See AB 1432 (2014).) This mandatory annual training must be completed within the first six weeks of each school year or within the first six weeks of a person's employment. Each school must maintain documentation of compliance with these requirements.

### **GENERAL INSTRUCTIONS FOR COMPLETION OF THE FORM**

Each charter school must include on this form ALL employees (including but not limited to teachers, paraprofessionals, other instructional staff, central office staff, operations staff, substitute employees, part-time staff, and temporary employees) and ALL contracting entities/independent contractors (vendors). **Within each table on the form, please be sure to enter each name in alphabetical order by last name/contracting entity name.**

### **GLOSSARY**

Prior to completing the form, please carefully review the following information regarding the terms used:

- (a) Full Name - For certificated employees, the name must match the name listed on the employee's credential/Commission on Teaching Credentialing (CTC) documents. List employees in alphabetical order by last name. If the individual now uses a different legal name, please also include that information. See example on the form.

- (b) *Date of Criminal Background Clearance Determination* - This entry is the date that the school's Custodian of Records reviewed the appropriate DOJ criminal background check document(s) (i.e. CORI report(s)) and determined that the applicant was cleared for employment.  
**NOTE:** Please do not provide the date on the face of the DOJ report(s) or the date that the record was received. This entry is the date of the school's review and determination by its Custodian of Records.
- (c) *Start Date* - This entry is the first day that the employee performed any work for this school/organization.
- (d) *Credential Type and Employment Restriction* - This entry must include all valid credentials. For employees who are university interns, the employment restriction must be specified.
- (e) *Credential Expiration Date* (specify if it has a 1-year renewal) - Enter the expiration date for each credential. Also, provide the one-year renewal expiration date for any employee who has specific renewal requirements, such as the CBEST, that must be met within one year of credential issuance.
- (f) *Job Title/Assignments* - Enter the person's title and current assignment(s).
- (g) *Teaching in a Core Setting* [Grades 5-8 only] - Indicate if the teacher is assigned to a "core setting". Enter "C" if the teacher is teaching in a core setting, or "N/A" if not.  
**NOTE:** This column does not relate to the separate question of whether a given course or subject is considered "core" or "college preparatory" within the meaning of Education Code § 47605(I).
- (h) *EL Authorization Type* - Enter the type of English Learner Authorization held by the employee, such as BCC/BCLAD; CLAD; embedded EL authorization; or Emergency CLAD/Bilingual Authorization Permit. Alternatively, enter the corresponding credential authorization code from the credential document (e.g. "ELA1"). For any teacher without an EL Authorization, enter "None".
- (i) *NCLB Highly Qualified (HQ) Compliance*: For all teachers of ESEA Core Academic Subjects (see below), this field must indicate how the employee has demonstrated ESEA core academic subject area competence, one of the NCLB HQ teacher requirements. Please refer to the CDE *ESEA Teacher Requirements: Certificate of Compliance* form included in this packet and also available on the CDE website.

On the form, for every certificated staff member, complete the column with one of the following options:

- (1) Enter the letter ("A," "B," "C," "D," or "E") that corresponds to the applicable means of demonstrating subject matter competence:
- A: Exam
  - B: Subject Matter Waiver Program

- C: Other Coursework (Major Equivalent [32 units of specific coursework in the subject area or a degree in the subject area])
- D: Advanced Certification
- E: HOUSSE

**OR**

(2) Enter “N/A” if the certificated staff member does not teach an ESEA Core Academic Subject

**OR**

(3) Enter “No” if the teacher of an ESEA Core Academic Subject has not demonstrated subject matter competence.

**NOTE:** ESEA Core Academic Subjects include: Elementary/Multiple Subjects, English/Language Arts/Reading, Mathematics, Biological Sciences, Chemistry, Earth Sciences/Geosciences, Physics, Social Sciences (History, Geography, Government, Economics), Foreign Languages, Drama/Theater, Visual Arts (including Dance), and Music.

In Table II, for paraprofessionals who provide instructional support at a school that receives federal funding, enter “Yes” or “No” to indicate whether the employee has demonstrated NCLB compliance. For all other employees in Table II, enter “N/A” in this column.

- (j) New Employee TB Clearance Date - Per Education Code § 49406, new employees must show a certificate of tuberculosis (TB) risk assessment/clearance dated within the 60 days prior to the initial employment date (Start Date). For new employees, enter the date of the initial TB clearance. For all returning employees, please confirm compliance by entering “compliant” or “not compliant,” as applicable, instead of entering the date.
- (k) TB Expiration Date - This entry is the date on which the results of the TB risk assessment, test, or chest exam were read/reviewed by a qualified medical professional.
- (l) Child Abuse Mandated Reporter Training – Enter the date on which the employee received compliant training pursuant to AB 1432 (2014).
- (m) Type of Work/Services Provided - This entry must be a concise description of services rendered.

Please use additional rows and/or pages as needed.

## CERTIFICATION OF CLEARANCES, CREDENTIALING, NCLB QUALIFICATIONS, AND MANDATED REPORTER TRAINING 2015-2016

**CHARTER SCHOOL NAME:** [Click here to enter text.](#)

**NAME OF PERSON COMPLETING FORM:** [Click here to enter text.](#)

**LOCATION CODE:** [Click here to enter text.](#)

**TELEPHONE OR EMAIL FOR PERSON COMPLETING THE FORM:** [Click here to enter text.](#)

In order to complete this form, please refer to the accompanying guide, which provides background information, general instructions, and a glossary of terms used in this form.

**I. CERTIFICATED EMPLOYEES (including SUBSTITUTE TEACHERS, PART-TIME EMPLOYEES, and TEMPORARY EMPLOYEES):** Include only those individual substitute teachers who are employed directly by the organization/school. Vendors providing substitute teachers must be included in Table III.

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NCLB HQ COMPLIANCE (i)	NEW EMPLOYEE TB CLEARANCE DATE (j)	TB EXPIRATION DATE (k)	CHILD ABUSE MANDATED REPORT TRAINING DATE (l)
<b>NEW CERTIFICATED EMPLOYEES (All certificated staff hired/contracted since the school's last CSD annual oversight visit or not otherwise included on prior certification):</b>													
<b>EXAMPLE</b>	Smith, Jocelyn Ann (now Smith-Baker, Jocelyn Ann)	07/10/15	07/20/15	111111111  222222222	Clear Multiple Subject Teaching Credential  Prelim. Single Subject Teaching Credential - Mathematics	07/01/16	Mathematics (7 <sup>th</sup> and 8 <sup>th</sup> Grades) Teacher; Leadership Teacher (8 <sup>th</sup> )	No	ELA1	A	06/15/15	06/15/19	08/28/15
1													
2													
3													
4													
5													

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NCLB HQ COMPLIANCE (i)	NEW EMPLOYEE TB CLEARANCE DATE (j)	TB EXPIRATION DATE (k)	CHILD ABUSE MANDATED REPORT TRAINING DATE (l)
6													
7													
8													
9													
10													
<b>CONTINUING CERTIFICATED EMPLOYEES:</b>													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

**II. NON-CERTIFICATED EMPLOYEES:** All other individuals employed by the organization should be listed here. This group includes all central office staff that may have contact with students at any time, office staff, building and grounds staff, etc.

FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES	DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)	START DATE (c)	JOB TITLE (f)	NCLB HQ COMPLIANCE (i)	NEW EMPLOYEE TB CLEARANCE DATE (j)	TB EXPIRATION DATE (k)
<b>NEW NON-CERTIFICATED EMPLOYEES (All non-certificated staff hired since the school's last CSD annual oversight visit or not otherwise included on prior certification):</b>						
<i>EXAMPLE</i> Garcia, José Eduardo	06/05/15	06/12/15	Paraprofessional and After-School Program Coordinator	Yes	06/11/15	06/11/19
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
<b>RETURNING NON-CERTIFICATED EMPLOYEE:</b>						
1						

	<b>FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES</b>	<b>DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)</b>	<b>START DATE (c)</b>	<b>JOB TITLE (f)</b>	<b>NCLB HQ COMPLIANCE (i)</b>	<b>NEW EMPLOYEE TB CLEARANCE DATE (j)</b>	<b>TB EXPIRATION DATE (k)</b>
2							
3							
4							
5							
6							
7							
8							
9							
10							



**III. CONTRACTING ENTITIES/INDEPENDENT CONTRACTORS (“VENDORS”) – This table must include all contracting entities/independent contractors (“vendors”) providing schoolsite services whose employees may have contact with students. This group includes, but is not limited to, vendors of after-school programs, tutoring, physical/health screening, subcontracted teacher substitutes, and technology consultation and/or services. As part of its certification, each vendor must provide (on the certification form or on an attachment to the certification form) a complete and detailed list of all vendor employees covered by the certification.**

	NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	NAME AND TITLE OF PERSON CERTIFYING ON BEHALF OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	TYPE OF WORK/SERVICES PROVIDED (m)
EX.	<i>L.A. Catering</i>	<i>Patricia Awakian, Manager</i>	<i>Food delivery and set-up</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

All independent charter schools, as applicant agencies, are required to designate and maintain at all times at least one Custodian of Records duly authorized and confirmed by the California Department of Justice (DOJ). **The following person(s) has/have been confirmed by the DOJ as a Custodian of Records for the school.**

Name	Date of DOJ Confirmation as Custodian of Records

I, the undersigned Custodian of Records for \_\_\_\_\_, hereby certify that the information provided on this form has been verified and is true and accurate. I further certify that the school maintains Subsequent Arrest Notification Service with the California Department of Justice for all employees as permitted by law, and the school has not received any arrest notifications for any current employee. I know and understand that failure to conduct a criminal background clearance for any new employee, as defined above, or to obtain certification of clearance from any current contracting entity/independent contractor, prior to employment or providing service, will result in a rating of 1 in the area of Organizational Management, Programs, and Operations, on the school's Annual Performance-Based Oversight Visit Report and a *Notice to Cure* to be sent to the charter school's governing board.

\_\_\_\_\_

Print Name

\_\_\_\_\_

Title/Position

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## California Department of Education

### ESEA TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the ESEA Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name (as it appears on credential): \_\_\_\_\_

District (complete; no abbreviations): \_\_\_\_\_

ESEA Core Academic Subject: \_\_\_\_\_

**Special Settings:** If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

**Check the box(es) that apply to this teaching assignment from the option/s available.**

- Special Education**
- Charter School**
- Special Classes or Schools as defined in CA Ed Code Section 44865**
- Alternative Pathway to Graduation course as defined in CA Ed Code Section 51225.3(b)**
- CA Ed Code Local Teaching Assignment Option. None**

1.  **Bachelor's degree**

Name of accredited institution conferring the degree: \_\_\_\_\_

2.  **Appropriate California Authorization for this Assignment**

**Check one box**

- Professional Clear, Preliminary or Clear Multiple subject Credential**
- Professional Clear, Preliminary or Clear Single Subject Credential:**  
**Subject**
- Professional Clear, Preliminary or Clear Special Education Credential**
- Other: Type**
- Supplemental Authorization: Type**
- Subject Matter Authorization: Type**
- Charter School document does not require a credential for this assignment per CA Ed Code Section 47605[1]**

**Check one box to determine the appropriate option/s:**

- "New" to the profession teacher. Date of issuance on original credential or intern permit:**
  - "New" elementary school teachers must select Exam option.
  - "New" middle/high school teachers may select Exam or Coursework option.
- "Not new" to the profession teacher. Date of issuance on original credential or intern permit:**
  - "Not new" elementary school teachers may select Exam or HOUSSE option.
  - "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3.  **Demonstrated core academic subject area competence by completing one of the following:**

**Check one box from the option/s available.**

- EXAM**  
CTC approved subject matter exam, including but not limited to the CSET, MSAT, or NTE, in the core subject area
- SUBJECT MATTER WAIVER PROGRAM (secondary only)**  
Completed a CTC approved subject matter program in the core subject
- OTHER COURSEWORK (secondary only)**
  - Undergraduate major in the core subject
  - Undergraduate major equivalent in the core subject (32 non-remedial semester units)
  - Graduate degree in the core subject
- Advanced Certification (secondary only)**
  - National Board Certification in the core subject
  - Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)
- HOUSSE**  
Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signature of Teacher: \_\_\_\_\_

Signature of Superintendent (or designee): \_\_\_\_\_



# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2015-2016 SCHOOL YEAR FOR**

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Name and Location Code of Charter School

### **LAUSD Vision**

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



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<b>Charter School Name:</b>					<b>Location Code:</b>	
<b>Current Address:</b>			<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>
<b>Current Term of Charter:</b>				<b>LAUSD Board District:</b>	<b>LAUSD District:</b>	
July 1, 20xx to June 30, 20xx						
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>		<b>Classified:</b>		
<b>Charter School's Leadership Team Members:</b>						
<b>Charter School's Contact for Special Education:</b>						
<b>CSD Assigned Administrator:</b>			<b>CSD Fiscal Services Manager:</b>			
<b>Other School/CSD Team Members:</b>						
<b>Oversight Visit Date:</b>				<b>Fiscal Review Date (if different):</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>				<b>LAUSD Co-Location Campus (if applicable):</b>		

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
Choose a rating	Choose a rating	Choose a rating	Choose a rating



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**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

**RENEWAL ELIGIBILITY:** To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:

	2012	2013
<b>Criterion 1:</b> Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		HAS THE SCHOOL MET THIS REQUIREMENT?
<b>Criterion 2:</b> Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	HAS THE SCHOOL MET THIS REQUIREMENT?	HAS THE SCHOOL MET THIS REQUIREMENT?
<b>Criterion 3:</b> Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	HAS THE SCHOOL MET THIS REQUIREMENT?	HAS THE SCHOOL MET THIS REQUIREMENT?

**Criterion 4:** (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
- (i) Documented and clear and convincing data.
  - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
  - (iii) Information submitted by the charter school.

**NOTE:** If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607(b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

**RENEWAL RECOMMENDATION:** Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



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## REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2015-2016*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.







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**G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils
- school leadership

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Organization chart <b>(B1: 1)</b> <input type="checkbox"/> Bylaws <b>(B1: 2)</b> <input type="checkbox"/> Board member roster <b>(B1: 3)</b> <input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input type="checkbox"/> Brown Act training documentation <b>(B1: 6)</b> <input type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1: 7)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 9)</b> <input type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 10)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 11.1)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk



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assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667 • The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b></li> <li><input type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 11.2)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5**

<p><i>The Governing Board has a system in place for the evaluation of its chief executive and school administrator(s) to ensure that:</i></p> <ul style="list-style-type: none"> <li>• the school’s educational program yields high student achievement</li> <li>• the school complies with all applicable legal requirements</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The Governing Board has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Documentation related to system for evaluation of school leadership <b>(B1: 12)</b>
	<input type="checkbox"/> The Governing Board has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The Governing Board has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> The Governing Board has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> No assessment of performance for this indicator	

**G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6**

<b><i>The Governing Board has a system in place to ensure:</i></b>		
<ul style="list-style-type: none"> <li>• review and use of academic and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b>
	<input type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making	<input type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making <b>(B1: 13)</b>
	<input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making	<input type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making	<input type="checkbox"/> Discussion with leadership
	<input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Other: (Specify)

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**



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**The Governing Board has a system in place to ensure sound fiscal management and accountability:**

- Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**





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**A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;"><b>Performance</b></td> <td> <input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups  <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups  <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups  <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups  <input type="checkbox"/> No assessment of performance for this indicator                 </td> </tr> </table>	<b>Performance</b>	<input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) ( <b>B2: 1.1</b> ) <input type="checkbox"/> Other: (Specify)
<b>Performance</b>	<input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator		

**A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• schoolwide Growth API score (CDE)</li> <li>• 3-year API average (based on 2011, 2012, and 2013 data)(CDE)</li> </ul>			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;"><b>Performance</b></td> <td> <input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800  <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775  <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700  <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700  <input type="checkbox"/> No assessment of performance for this indicator                 </td> </tr> </table>	<b>Performance</b>	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) ( <b>B2: 1.1</b> ) <input type="checkbox"/> 3-Year Average API report (CDE) ( <b>B2: 1.2</b> ) <input type="checkbox"/> Other: (Specify)
<b>Performance</b>	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator		

**A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Similar Schools Rank (CDE)</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5 <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)

**A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Statewide Rank (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5 <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) <b>(B2: 1.1)</b> <input type="checkbox"/> Other: (Specify)

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> School internal reclassification data <b>(B2: 2.3)</b> <input type="checkbox"/> Other: (Specify)

**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*





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- The school’s internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Internal academic performance and progress data and information ( <b>B2: 2.1 – 2-7</b> ) <input type="checkbox"/> Other: (Specify)

**HIGH SCHOOLS ONLY:**

**A7: 10<sup>TH</sup> GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- 10<sup>TH</sup> Grade combined CAHSEE passage rates in ELA and Math

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 <sup>th</sup> grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> CAHSEE 10 <sup>th</sup> Grade Combined report (CDE) <b>(B2: 1.6)</b> <input type="checkbox"/> Other: (Specify)
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**HIGH SCHOOLS ONLY:**

**A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- LAUSD School Performance Framework (SPF) classification

**Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.**

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) <b>(B2: 1.7)</b> <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u></p>	
<p>Notes:</p>	
<p><b>*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff</u> (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain clearances certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.</b></p>	



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**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

**The school has a system in place to ensure that:**

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b></li> <li><input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b></li> <li><input type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b></li> <li><input type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b></li> <li><input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b></li> <li><input type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b></li> <li><input type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b></li> <li><input type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b></li> <li><input type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b></li> <li><input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 (“NCLB Grid”)</i> <b>(B3A)</b></li> <li><input type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

**The school has:**

- implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- obtained WASC accreditation ([high schools only](#))
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements ([high schools only](#))
- received UC/CSU approval of courses ([high schools only](#))

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of standards-based instructional program (<b>B3: 3.1</b>)</li> <li><input type="checkbox"/> LCAP (<b>B3: 3.2</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3: 3.3</b>)</li> <li><input type="checkbox"/> WASC documentation (<b>B3: 3.4</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3: 3.5</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3: 3.6</b>)</li> <li><input type="checkbox"/> Professional development documentation (<b>B3: 3.7</b>)</li> <li><input type="checkbox"/> Classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

**The school:**

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b>
	<input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input type="checkbox"/> LCAP <b>(B3: 3.2)</b>
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b>
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b>
	<input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Classroom observation
		<input type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Other: (Specify)	

**O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

*The school has implemented the innovative components of the educational program described in the school's charter*

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the innovative components of the educational program described in the charter	<input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b>
	<input type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter	<input type="checkbox"/> Evidence of implementation of innovative components of educational program <b>(B3: 3.9)</b>
	<input type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter	<input type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter	<input type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

*The school has a system in place to ensure that the school:*

- provides Special Education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides Special Education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely and accurate records in Welligent



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	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b></li> <li><input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b></li> <li><input type="checkbox"/> DVR documentation <b>(B3: 4.1)</b></li> <li><input type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b></li> <li><input type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b></li> <li><input type="checkbox"/> Welligent reports and/or other MCD documentation</li> <li><input type="checkbox"/> Classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>• align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring</li> <li>• provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>• minimize discretionary suspensions and expulsions</li> <li>• reduce or eliminate suspension disproportionality for student subgroups</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

**The school:**

- has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

<b>Rubric</b>	<b>Sources of Evidence</b>
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

*The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements **(high schools only)**
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

<b>Rubric</b>	<b>Sources of Evidence</b>
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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Parent-Student Handbook <b>(B1: 8 or B3: 1)</b> <input type="checkbox"/> Evidence of stakeholder consultation <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input type="checkbox"/> Parent NCLB "Right to Know" letter <b>(B3: 4.3)</b> <input type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) <b>(B3: 4.3)</b> <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

<b>Rubric</b>	<b>Sources of Evidence</b>
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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Evidence of staff evaluation system ( <b>B1: 12 or B3: 4.4</b> ) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• all certificated staff are fully credentialed and appropriately assigned as authorized by their credentials</li> <li>• the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current</li> <li>• the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current</li> <li>• the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 ("NCLB Grid") (B3A: 1.1)</i> <input type="checkbox"/> Staff rosters and school master schedule <b>B3A: 1.2 – 1.4)</b> <input type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):</b>



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Operations Rubric and you are eligible to be considered for the rating of _____. Other circumstances and information influencing the rating may be noted in the evaluation.</p>	<p>Choose a rating</p>
<p>Areas of Demonstrated Strength and/or Progress:</p>	
<p>Areas Noted for Further Growth and/or Improvement:</p>	
<p>Corrective Action Required:</p>	

**Notes:**

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**



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**Fiscal Operations Rubrics**

<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and six of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b>                  An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings (only use the most current audit if only one audit is available)</li> <li>3. All vendors and staff are paid in a timely manner</li> <li>4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>5. Charter school adheres to the Board-approved Fiscal Policies and Procedures</li> <li>6. Board adopts annual budget</li> <li>7. Board approves amendment(s) to the budget (<i>if applicable</i>)</li> <li>8. Board receives the fiscal reports submitted to LAUSD (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Annual Audit)</li> <li>9. There is no conflict of interest</li> <li>10. The EPA allocation and expenditures posted on the charter school website</li> <li>11. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent</li> <li>12. The charter school will have knowledge of the significant differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other</li> <li>13. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD</li> <li>14. Requests for information made by the Charter Schools Division and LAUSD are processed timely</li> <li>15. Audited and unaudited actuals nearly mirror each other</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b>                  An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive</li> <li>2. The most current audit shows no material weaknesses</li> <li>3. All vendors and staff are paid in a timely manner</li> <li>4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>5. Charter school adheres to the Board-approved Fiscal Policies and Procedures</li> <li>6. Board adopts annual budget</li> <li>7. Board approves amendment(s) to the budget (<i>if applicable</i>)</li> <li>8. EPA allocation and expenditures posted on the charter school website</li> <li>9. There is no conflict of interest</li> <li>10. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent</li> <li>11. The charter school will have knowledge of the significant differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other</li> <li>12. Requests for information made by the Charter Schools Division and LAUSD are processed timely</li> <li>13. Audited and unaudited actuals nearly mirror each other</li> <li>14. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD</li> <li>15. Board receives the fiscal reports submitted to LAUSD (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Annual Audit)</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and six of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures</li> <li>2. The Board approved LCAP is posted on the charter school website</li> <li>3. The cash balance at the beginning of the school year is at least 5% of the prior year expenses</li> <li>4. A comprehensive website provides at a minimum six of the following fiscal items:             <ol style="list-style-type: none"> <li>a. Current board approved financial reports</li> <li>b. Employee handbook</li> <li>c. Student handbook</li> <li>d. Salary schedules/benefits/information</li> <li>e. Budget development process</li> <li>f. Board member information (name, contact information, position on the governing board, when term expires) and meetings (date, time, location)</li> <li>g. The most current approved petition</li> <li>h. Administration/school contact</li> <li>i. School calendar</li> <li>j. Enrollment policies and procedures</li> <li>k. Fiscal policies and procedures manual</li> </ol> </li> <li>5. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>6. Fiscal reports to include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses</li> <li>3. The most current audit shows no deficiencies and/or findings</li> <li>4. A comprehensive website provides at a minimum six of the following fiscal items:             <ol style="list-style-type: none"> <li>a. Current board approved financial reports</li> <li>b. Employee handbook</li> <li>c. Student handbook</li> <li>d. Salaries schedule/benefits/information</li> <li>e. Budget development process</li> <li>f. Board member information (name, contact information, position on the governing board, when term expires) and meetings (date, time, location)</li> <li>g. Most current approved petition</li> <li>h. Administration/school contact</li> <li>i. School calendar</li> <li>j. Enrollment policies and procedures</li> <li>k. Fiscal policies and procedures manual</li> </ol> </li> <li>5. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>6. Fiscal reports to include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> <li>7. Board reviews fiscal reports submitted to LAUSD</li> <li>8. There is no apparent conflict of interest</li> <li>9. Board approved LCAP posted on the website</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive or net assets are negative with strong trend toward positive. Must be positive at the end of the third year, per applicable audit, and beyond.</li> <li>2. All vendors and staff are paid in a timely manner</li> <li>3. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>4. Board adopts annual budget</li> <li>5. EPA allocation and expenditures posted on the charter school website</li> <li>6. Submit LCAP</li> <li>7. Have an audit conducted annually by an independent auditing firm</li> <li>8. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD</li> </ol> <p><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)</li> <li>3. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>4. Fiscal reports to include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> <li>5. Board reviews reports submitted to LAUSD</li> <li>6. There is no apparent conflict of interest</li> <li>7. <b>Current</b> audit shows no material weaknesses, deficiencies and/or</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter board members lack fiscal capacity.</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><b><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p>findings; acceptable if the audit contained no audit exceptions or deficiencies</p> <ol style="list-style-type: none"> <li>8. Charter school adheres to Fiscal Policies and Procedures manual</li> <li>9. Board approves any amendments to the budget</li> <li>10. Board approved LCAP posted on the charter school website</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation</p>	<p><u>Note:</u> Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.</p>
<p><b><u>New Schools:</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the school has made significant adjustments in their operations to allow for the reduced income.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit is financially viable to support the school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than receipts</li> <li>c. Projected expenses and receipts have no significant variance from budget</li> </ol> </li> <li>5. Board fiscal review and analysis are done. The minutes reflect board involvement.</li> <li>6. Board approved LCAP posted on the charter school website</li> <li>7. EPA allocation and expenditures posted on the charter school website</li> <li>8. Submit LCAP</li> </ol> <p><u>Note:</u> A new school is one that does not have an audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school is given certain period of time to address the fiscal concerns of LAUSD but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget or has provided a feasible financial plan to mitigate negative fiscal condition. The charter board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><b><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p>Note: Other circumstances and information could influence the rating and will be noted in the evaluation</p>	<p>.</p>

**Fiscal Operations Quality Indicators**

***Existing School*** – a charter school that has at least one annual audit on file with the Charter Schools Division [Possible Rating 1-4]

***New School*** – a charter school that does not have an audit on file with the Charter Schools Division [Possible Rating 1-2]

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
  - Balance Sheet
  - Income Statement (Statement of Activities)
  - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
  - Budget and approval of budget
  - Regular financial reports at regular board meetings
  - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actual, annual audit)
  - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Procedures Manual (approved by their board at least every 5 years to be coterminous with the charter petition, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.***

<p><i>Existing Schools</i></p> <ul style="list-style-type: none"> <li>• Current audit (notes, findings and material weakness, others)</li> <li>• Results of prior/current year financial ratios</li> <li>• Enrollment/ADA trends of the charter</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>	<p><i>New Schools</i></p> <ul style="list-style-type: none"> <li>• Compare current enrollment count with the projection in the PENSEC Report</li> <li>• Current total debt</li> <li>• Current grant awards/other revenue</li> <li>• Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense</li> <li>• Expense and Receipts compared to Budget</li> <li>• Results of current year financial ratios</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>
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**4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.***

- The board adopts and approves a fiscal procedures handbook at least every five years to be coterminous with the term of the charter. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board’s regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board’s receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: \_\_\_\_\_

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.

# CHARTER SCHOOLS 2015-16 CALENDAR OF SIGNIFICANT DEADLINES

**(Subject to change as needs arise)**

JULY 2015		
DATE	NAME OF REPORT	SUBMIT TO
1	Preliminary Budget	Due to LAUSD Charter Schools Division Beaudry 20 <sup>th</sup> Floor Attn: Portia Ilagan
	PENSEC Report – Submission instructions are provided by the Charter Schools Division via e-mail – <b><u>Only new schools and schools adding a grade level need to complete this form.</u></b>	Submit online on CDE website Send original reports including certification page to: Charter Schools Division Beaudry 20 <sup>th</sup> Floor Attn: Portia Ilagan
15	Assurance Certification – <b>Previous school year (January 2015 – June 2015) (Only for charters employees who receive compensation from federal or state categorical programs)</b> – A roster for those qualifying employees will be sent to the charter school prior to this deadline.	Charter Schools Division 20 <sup>th</sup> Floor Attn: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a> Via fax or e-mail

**(Subject to change as needs arise)**

## AUGUST 2015

DATE	NAME OF REPORT	SUBMIT TO
7	Unaudited Actuals – Refer to LAUSD Charter Schools Financial Reporting Calendar provided by Revenue Accounting Branch Charter Schools Unit	Revenue Accounting Branch Charter Schools Unit Beaudry, 26 <sup>th</sup> Floor Attn: Susan Sarceno (Template Provided by Revenue Accounting)
12	T-Dap Certification submit three (3) days after the first day of school	Via e-mail to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
14	School Contact Information Update and Governing Board Meeting Dates Calendar	Charter Schools Division Beaudry 20 <sup>th</sup> Floor via e-mail to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
	CALPADS Data Files –(Previous Year) <b><u>CD must contain:</u></b> <ul style="list-style-type: none"> <li>– Report 8.1: Student Profile List</li> <li>– Report 8.1 a: Student Profile Exits - List</li> <li>– Report 8.1 b: Student Profile Dropouts – List</li> <li>– Student Information ODS Download Extract</li> </ul>	Submit to CDE and please copy all four downloaded files onto a CD and deliver to: School Information Branch, Beaudry - 16th Floor Attn: Tony Dubon

**(Subject to change as needs arise)**

## SEPTEMBER 2015

DATE	NAME OF REPORT	SUBMIT TO
4	Verify that current registration to <b>EZ Access and CALPADS</b> for the school administrator and their designee is up to date.	Check with LAUSD and CDE
11	Self-Review Checklist (Special Education)	On line and via e-mail to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
	<a href="#">General Application for Charter Schools</a>	Complete form online in LACOE website. Return completed form to: LACOE, Division of School Financial Services Attn: Business Charter Schools Unit 9300 Imperial Highway, Cubicle 2137 Downey, California 90242
29	<b><u>NORM DATA</u></b> : Enrollment Numbers as of September (numbers include in Norm Enrollment report) - Instructions provided by Attendance and Enrollment	Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor
30	<b><u>Interim Placement MOU</u></b> For schools interested in participating in the 2015-16 school year.	<ol style="list-style-type: none"> <li>1. Send an electronic version of the signed MOU to the Charter Schools Division at <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a> and the Student Discipline and Expulsion Support Unit at <a href="mailto:isabel.villalobos@lausd.net">isabel.villalobos@lausd.net</a></li> <li>2. Send the <b><u>MOU with an original signature</u></b> to: The Charter Schools Division 333 S. Beaudry Avenue 20th Fl. Los Angeles, CA 90017</li> </ol>

**(Subject to change as needs arise)**

## OCTOBER 2015

DATE	NAME OF REPORT	SUBMIT TO
27	T-Dap Certification a second submission is required, 30 days after the first day of school via email but no later that 10-27-15	Via e-mail to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
30	EL Master Plan Certification	Via e-mail to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>

## NOVEMBER 2015

DATE	NAME OF REPORT	SUBMIT TO
6	Prop. 39 Application Due	Application due November 1, check charter website for submission instructions.
27	First Period Interim Financial Report Refer to LAUSD Charter Schools Financial Reporting Calendar provided by Revenue Accounting Branch Charter Schools Unit	Revenue Accounting Branch Charter Schools Unit Beaudry,, 26 <sup>th</sup> Floor Attn: Susan Sarceno (Template Provided by Revenue Accounting)

**(Subject to change as needs arise)**



## DECEMBER 2015

DATE	NAME OF REPORT	SUBMIT TO
15	Fall CALPADS Data Files –Certification by 2 <sup>nd</sup> week in December <b><u>CD must contain:</u></b> Report 8.1: Student Profile List Report 8.1 a: Student Profile Exits - List Report 8.1 b: Student Profile Dropouts - List Student Information ODS Download Extract	Submit to CDE and please copy all four downloaded files onto a CD and deliver to: School Information Branch Beaudry - 16th Floor Attn: Tony Dubon
	2015-16 Audited Financial Statements	Revenue Accounting Branch Charter Schools Unit Beaudry, 26 <sup>th</sup> Floor Attn: Susan Sarceno
	Audited financial statements are reviewed and letters via email are sent to the charter schools that have findings or material weaknesses asking for a description of the resolution.	CDE and Charter Schools Division
31	P1 – attendance ending the full school month	Input in state attendance software. Submit print-out to Attendance and Enrollment for verification before exporting data files and certification to Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor Attn: Chhoung Phan

**(Subject to change as needs arise)**

## JANUARY 2016

DATE	NAME OF REPORT	SUBMIT TO
1	Prop.39 - charter school must respond to any objections expressed by the District and to the District's average daily attendance projections by January 1	Prop. 39
15	Pre and Post Lottery and enrollment electronic forms for the following school year (Forms must also be available on the Charter Schools webpage).	Submit to Charter Schools Division via e-mail to: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
29	Assurance Certification from July 2015 to December 2015 <b>(Only for charters employees who receive compensation from federal or state categorical programs)</b>	Submit to Charter Schools Division via e-mail to: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>

**(Subject to change as needs arise)**

## FEBRUARY 2016

DATE	NAME OF REPORT	SUBMIT TO
<b>1</b>	School Accountability Report Cards (SARCs)	Submit to CDE
	Prop. 39 Send preliminary offer to Charter Schools	
<b>12</b>	CALPADS Data Files – Final Certification by 1 <sup>st</sup> week in February <b><u>CD must contain:</u></b> Report 8.1: Student Profile List Report 8.1 a: Student Profile Exits - List Report 8.1 b: Student Profile Dropouts - List Student Information ODS Download Extract Report 2.10: English Language Acquisition Status – Census Comparison Student List Report 2.13: English Language Acquisition Status – ELs Reclassified RFEP Student List Report 1.18: FPRM-English Learner-Foster Youth – Student List	Submit to CDE and please copy all four downloaded files onto a CD and deliver to:  School Information Branch Beaudry - 16th Floor Attn: Tony Dubon
<b>19</b>	700 Form roster of filers	e-mail excel report to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>

**(Subject to change as needs arise)**

## MARCH 2016

DATE	NAME OF REPORT	SUBMIT TO
<b>1</b>	Prop. 39 - The charter school must respond in writing to the school district's preliminary proposal expressing any concerns, addressing differences between the preliminary proposal and the charter school's facilities request, and/or making counter proposals by March 1	Prop. 39
	Second Period Interim Financial Report Refer to LAUSD Charter Schools Financial Reporting Calendar provided by Revenue Accounting Branch Charter Schools Unit	Revenue Accounting Branch Charter Schools Unit Beaudry, 26 <sup>th</sup> Floor Attn: Susan Sarceno Template Provided
<b>15</b>	Compliance Monitoring Certification with attached Board Agenda(s) and approved minutes	e-mail pdf files to <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
<b>21</b>	700 forms due – only original forms are accepted by April 1	Charter Schools Division 20 <sup>th</sup> Floor Attn: Melida Dominguez

**(Subject to change as needs arise)**

## APRIL 2016

DATE	NAME OF REPORT	SUBMIT TO
<b>1</b>	Last day to file 700 forms due – only original forms are accepted	Charter Schools Division 20 <sup>th</sup> Floor Attn: Melida Dominguez
	Prop. 39 Final offers send to Charter Schools	
	Audit contract information, amount of contract and historical costs and prior years. Bulletin sent by LACOE	Submit online on LACOE website
<b>15</b>	P2 – attendance ending the full school month on or before April 15 Refer to instructional calendar e-mailed by Attendance and Enrollment based on information provided by the school	Input in state attendance software. Submit print-out to Attendance and Enrollment for verification before exporting data files and certification to Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor Attn: Chhoung Phan

**(Subject to change as needs arise)**

## MAY 2016

DATE	NAME OF REPORT	SUBMIT TO
6	2016-17 Annual Funding Survey	Submit online on CDE website
	Instructional calendar for the following school year	Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor
	Prop. 39 Final Offer – Charter School must respond to final offer	Prop. 39
	2016-17 Preliminary Budget	Charter Schools Division Beaudry, 20 <sup>th</sup> Floor Attn: Luisito Iya Template provided by Charter Schools Division

**(Subject to change as needs arise)**

## JUNE 2016

DATE	NAME OF REPORT	SUBMIT TO
1	Annual attendance report	Input in state attendance software. Submit print-out to Attendance and Enrollment for verification before exporting data files and certification to: Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor
30	<b><u>LCAP Report</u></b> Provide Board Agenda and approved minutes in addition of the LCAP Report.	Submit to Charter Schools Division via e-mail to: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a> and LACOE

**(Subject to change as needs arise)**

## MONTHLY BASIS

ON MONTHLY BASIS	SUBMIT TO:
<ul style="list-style-type: none"> <li>• Monthly <b><i>classification report</i></b> (based on instructional calendar)</li> <li>• Monthly <b><i>statistical report</i></b> (based on school's instructional calendar)</li> </ul>	Attendance and Enrollment Beaudry, 26 <sup>th</sup> Floor Template Provided
<ul style="list-style-type: none"> <li>• Notification of Student withdraws</li> </ul>	Charter Schools Division Send via e-mail to: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
<ul style="list-style-type: none"> <li>• Request to Change School Contact Information (as necessary)</li> </ul>	Charter Schools Division Beaudry 20 <sup>th</sup> Floor Attn: Mayra Hernandez
<ul style="list-style-type: none"> <li>• Suspension and Expulsion report (by the 5th of each month)</li> </ul>	School Information Branch, login to Welligent and send via Welligent email to Jorge Dubon ( <a href="mailto:jad9904@lausd.net">jad9904@lausd.net</a> ). If you don't have a Welligent account, please go to <a href="http://ezaccess.lausd.net">http://ezaccess.lausd.net</a> to apply. You can also copy the file onto a CD and deliver to School Information Branch, located at 333 South Beaudry Avenue, 16th Floor, Los Angeles, CA 9001. If you need additional information, please contact Jorge Dubon at 213-241-2416.

**(Subject to change as needs arise)**



# Coversheet

## Review of Brown Act Training

**Section:** X. For Your Information and Review  
**Item:** B. Review of Brown Act Training  
**Purpose:** FYI  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** Brown Act Training Review September 2015 (JAR).pptx

### BACKGROUND:

The Ralph M. Brown Act is an act of the California State Legislature, authored by Assembly Member Ralph M. Brown and passed in 1953, that guarantees the public's right to attend and participate in meetings of loyal legislative bodies. The Brown Act was enacted in response to public concerns over informal, undisclosed meetings held by local elected officials. The Brown Act solely applies to California city and county government agencies, boards, and councils. The comparable Bagley-Keene Act mandates open meetings for State government agencies. As a charter public school board, the YPICS Board of Directors are required to follow the provisions of the Brown Act. The attached Power Point presentation was presented and viewed by the board during the February 9, 2015 YPICS Board Retreat and the Board is receiving the Power Point again for review of requirements.

### RECOMMENDATION:

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

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THE CHARTER LAW FIRM



# Brown Act Training

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# Goals for Session

1. This is a primer; non-exhaustive overview.
  2. Create issue spotters!
  3. Charter petition, bylaws etc. might obligate you to different – need to ensure charter, bylaws etc. consistent with these transparency laws.
  4. Comprehensive board/staff training recommended for each school.
  5. Provide ideas for systematic change.
  6. Limit disruptions and liabilities.
- Disclaimers
    - Real Problems are Fact Specific & Complex
    - Cookie-Cutting can be Dangerous
    - Non-Attorney Advice and the Attorney-Client Privilege
    - Only highlighting major issues due to short time period



# Understanding the Brown Act



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# Overview: 6 Questions

1. What is the purpose of the Brown Act?
2. What is a meeting?
3. What are the notice and agenda requirements?
4. What are the public's rights?
5. What are the permissible closed session topics?
6. What are the penalties and remedies for violating the Act?

# 1. What is the Purpose of the Act?



## A. To Foster Broad Public Access

“ . . . The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”



# 1. What is the Purpose of the Act? (cont'd)

- B. Allows For Limited Confidentiality:  
Closed Session Must Be Statutorily Authorized
  1. Personnel Matters
  2. Labor Negotiations
  3. Real Property Negotiations
  4. Meeting with School Attorney Over Anticipated or Pending Litigation
  5. Meeting with the Attorney General, district attorney, school's counsel, law enforcement, or a security operations manager on matters posing a threat to the security of public buildings, essential public services or the public's right of access to public services or public facilities.
  6. Pupil Discipline
  
- C. Transparency Does not Mean Chaos!



## 2. What is a Meeting?

### A. Basic Definition:

When any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of School business





## 2. What is a Meeting? (cont'd)

### B. Exceptions to definition of meeting:

- Attendance by Majority at Public Conferences of General Interest
- Attendance of Majority at other body's public meeting
- Attendance of majority at purely social or ceremonial gatherings

**SO LONG AS SCHOOL BUSINESS  
IS NOT DISCUSSED!**



## 2. What is a Meeting? (cont'd)

### C. Brown Act Generally Does Apply 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.



## 2. What is a Meeting? (cont'd)

### D. Brown Act Generally Does Not Apply to Advisory 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.



# 2. What is a Meeting? (cont'd)

## **Brown Act**

*As a general rule, all committees must follow the Brown Act.*

### **Committees**

- Permanent or temporary
- Decision-making or advisory
- Created by charter, ordinance, resolution, or a Board's formal action

*A standing committee must comply with the Brown Act even if it is an advisory committee composed solely of the members of the Board who are less than a quorum.*

### **Standing Committees**

- A committee is a standing committee if it:
  - Has continuing subject matter jurisdiction; or
  - Has a meeting schedule fixed by charter, ordinance, resolution, or a Board's formal action
- Brown Act applies regardless of whether the standing committee is:
  - Composed solely of Board members or not
  - Less than a quorum of Board members or not
- Examples: Budget Committee; Facilities Committee; etc.

## **NOT Brown Act**

*There is one exception for certain advisory committees that are not subject to the Brown Act. The advisory committee must be composed solely of the members of the Board that are less than a quorum, and must not be a standing committee.*

### **Certain Advisory Committees**

- Must be advisory, not decision-making
- Must be composed solely of the members of the Board
- Must be less than a quorum of the Board
- Must not be a standing committee



## 2. What is a Meeting? (cont'd)

### E. Serial Meetings Are Prohibited

Serial Meetings Occur When:

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



## 2. What is a Meeting? (cont'd)

### F. Limit On Unilateral Communications

While an employee or official may engage in separate conversations or communications outside of a meeting with other members of the body in order to answer questions or provide information regarding a matter of School business, that person may not communicate to members of the board the comments or position of any other member or members of the Board.



## 2. What is a Meeting? (cont'd)

### G. Basic Requirements if Any Board Member Participates by Telephone:

1. All votes taken shall be by roll call.
2. Agenda must be posted at all teleconference locations.
3. Each teleconference location shall be identified in the notice and agenda of the meeting.
4. Each teleconference location shall be accessible to the public.



## 2. What is a Meeting? (cont'd)

5. Members of the public shall have the right to address the board directly at each teleconference location.
6. A Quorum of the Board must participate from within the School's "jurisdiction."



# 3. What are the Notice & Agenda Requirements?



## A. General Rule:

The agenda shall be posted properly in advance of a meeting and 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.

# 3. What are the Notice & Agenda Requirements? (cont'd)



## B. Exceptions to the Rule:

1. Upon a determination by a majority vote of the Board that an “emergency situation” exists (54956.5) – EXREMELY RARE
2. Upon a determination by a 2/3 vote of the members of the Board or unanimous vote of those present if less than 2/3 of the members are present that:
  - a) That there is a need to take immediate action; and
  - b) The need for action came to the attention of the “agency” after the agenda was posted.

# 3. What are the Notice & Agenda Requirements? (cont'd)



3. The agenda item was posted for a prior meeting of the Board that:

- a) Occurred not more than 5 calendar days prior to the date action was taken on the item; and
- b) At the prior meeting the item was continued to the meeting at which action is taken.

# 3. What are the Notice & Agenda Requirements? (cont'd)



4. Direction to Staff
5. Brief responses/Clarifying questions/Announcements
6. Discussion over future agenda items

## C. 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

# 3. What are the Notice & Agenda Requirements? (cont'd)



## D. Location of Posting

1. Posted in publicly accessible location for entire posting period within jurisdiction.
2. 2012 Revision to Law: If School maintains a website, agenda must be posted on website.

## E. Content of Agendas – Brief description of 20 words or less and public testimony time.

## F. Closed Session Agendas

1. Use safe harbor language
2. Provide oral notice in advance of closed session
3. Make public report of action taken in closed session and roll call vote or abstention of every member, if any.

# 3. What are the Notice & Agenda Requirements? (cont'd)



- G. 2012 Revision to Law: School cannot approve educational executive contract at special meeting.
- H. 2014 Revision to Law: The votes of individual Board members must be publicly reported, during meeting and in minutes.
- I. A Word on Board Minutes
  - 1. Include all material motions and votes
  - 2. Codify a process for preparing, adopting and distributing minutes



## 4. What are the Public's Rights?

- A. Public testimony
  - Addressing disruptive speakers?
- B. Taping or broadcasting
- C. Conditions of attendance
- D. Non-discriminatory facilities
- E. Copies of agendas and other public writings.

# 5. What are the Permissible Closed Sessions?



## A. Confidentiality requirement

No Board member, staff member or invitee may disclose information from closed session without the authorization of the Board.



# 5. What are the Permissible Closed Sessions? (cont'd)



## B. Authorized Closed Sessions

### 1. Personnel

- Caveat - 24 hour written notice to employee if complaints and/or charges will be heard.

### 2. Real estate negotiations

### 3. Labor negotiations

### 4. Public security exception

### 5. Conference with legal counsel

### 6. Pupil discipline

# 6. What are the Penalties & Remedies for Violating the Act?



## A. Penalties

1. Criminal penalties apply if a member intends to deprive the public of information to which the member knows or has reason to know the public is entitled to under the Act.
2. Civil Remedies
3. Injunctive relief may be obtained or action declared null and void after failure to cure violation.



## 6. What are the Penalties & Remedies for Violating the Act? (cont'd)

- B. Notice and Demand for Cure for Alleged Current or Future Violations of Law
1. Generally, written demand for alleged open session violations must be made within 30 days.
  2. Otherwise demand must be made within 90 days.
  3. Legislative body must cure within 30 days or notify the demanding party that it will not cure
  4. Demanding party can initiate litigation to compel compliance and if successful, may be awarded attorneys fees and court costs.

# 7. New Law for 2013 Relating to Process for Challenging Past Actions



1. Prior to filing an action, the DA or private party must send cease and desist letter within 9 months of the alleged violations (not applicable to actions occurring before 1/1/13).
2. Charter School Board can: a) provide unconditional commitment to comply within 30 days or b) lawsuit can commence.
3. Plaintiff entitled to legal fees if they prevail.
4. This reflects change in Brown Act enforcement.



# Conflicts of Interest

# QUESTIONS AND RESPONSES

## THANKS FOR ATTENDING TODAY!



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