

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday October 26, 2015 at 6:00 PM PDT

Location

YPI Valley Public Charter High School - 12513 Gain Street, Pacoima CA 91331

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 / info@romerocharter.org. All efforts will be made for reasonable accommodations.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
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 September 28, 2015	Approve Minutes	Gene Straub	2 m
II. Communications			6:04 PM
Academic Excellence Agenda Stock Description			
A. Presentations From The Public	FYI		5 m
III. Consent Agenda Items			
IV. Academic Achievement			6:09 PM
A. Director of Academic Achievement's Report	FYI	Kevin Myers	5 m
B. Director of Special Education's Report	FYI	Vashon Nutt	5 m
V. Finance			6:19 PM
A. Review and Approve YPI Charter Schools' July 2015 Financials	Vote	Irina Castillo	10 m
B. Review and Approve YPI Charter Schools' August 2015 Financials	Vote	Irina Castillo	10 m
C. Review and Approve YPI Charter Schools' September 2015 Financials	Vote	Irina Castillo	10 m

	Purpose	Presenter	Time
D. Teacher Effectiveness Funding Expenditure Plan BCCS	Discuss	Yvette King-Berg	5 m
E. Teacher Effectiveness Funding Expenditure Plan MORCS	Discuss	Yvette King-Berg	5 m
VI. Open Session			6:59 PM
A. Board Review of Comparable Compensation Date for Charter School Executive Directors/CEOs	Discuss	Gene Straub	10 m
VII. Closed Session			7:09 PM
A. Public Employment Title: Executive Director	Discuss	Gene Straub	10 m
VIII. Open Session			7:19 PM
A. Employment Agreement for Executive Director	Vote	Gene Straub	5 m
IX. Governance			7:24 PM
A. YPI Valley Public Charter High School Name Change	Discuss	Yvette King-Berg	5 m
X. Lead Administrator Reports			7:29 PM
A. Director of Operation's Report - BCCS	FYI	Diana Gamez	5 m
B. Director of Operation's Report - MORCS	FYI	Jose Castillo	5 m
C. Director of Instruction's Report - YPIVCHS	FYI	Larry Simonsen	5 m
XI. Directors' Reports			7:44 PM
Development Agenda Stock Description			
A. Director of Technology's Report	FYI	Charles Harvey	5 m
B. Director of Marketing's Report	FYI	Rommel Ruiz	5 m
C. Director of School Culture and Climate's Report	FYI	Michael Crase	5 m

	Purpose	Presenter	Time
XII. Chief Operations Officer's Report			7:59 PM
A. COO's October 2015 Report	FYI	Ruben Duenas	5 m
XIII. Executive Director's Report			8:04 PM
A. Executive Director's Report	FYI	Yvette King-Berg	5 m
XIV. Closing Items			8:09 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes from September 28, 2015

Section: I. Opening Items
Item: C. Approve Minutes from September 28, 2015
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 28, 2015

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Board Meeting

Date and Time

Monday September 28, 2015 at 6:00 PM

Location

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

Trustees Present

A. Reza, G. Straub, J. Lucente, S. Mendoza

Trustees Absent

C. Vaquerano, M. Keipp

Guests Present

C. Harvey, I. Castillo, J. Castillo, Jesse Noonan, Lorenzo Tovar, Paul Duran, R. Duenas, Steven Schultz, Y. King-Berg, Y. Zubia

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 Sep 28, 2015 at 6:42 PM.

B. Record Attendance and Guests

C. Approve Minutes from June 30, 2015

J. Lucente made a motion to approve minutes from the Board Meeting on 08-24-15 Board Meeting on 08-24-15.

A. Reza seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, Board Member, Isa Martinez - Aye, and Board Member, Alex Reza – Aye.

II. Communications

A. Presentations From The Public

There were no presentations from the public

III. Finance

A.

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

J. Lucente made a motion to approve the June 2015 financials for Bert Corona Charter School including a review of the school's check registers and financial ledgers as submitted. S. Mendoza seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

B. Review and Approve Monsenor Oscar Romero Charter School's June 2015 Financials

J. Lucente made a motion to approve the June 2015 financials for Monsenor Oscar Romero Charter School including a review of the school's check registers and financial ledgers as submitted.

S. Mendoza seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

C. FY 14-15 Unaudited Actuals

A. Reza made a motion to approve the FY 14-15 Unaudited Actuals.

J. Lucente seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

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

J. Lucente made a motion to approve the revised FY 15-16 YPI Public Charter High School Budget.

S. Mendoza seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

E. New YPI Team Introductions

The board welcomed new YPI CFO, Steven Schultz and new YPI CAO, Jesse Noonan.

F. GEAR UP Year 1 Budget

The budget was reviewed.

G. GEAR UP Year 2 Budget

The budget was reviewed.

H. GEAR UP Roll Over Budget

The budget was reviewed.

I. School Climate Budget - Staff Introductions

Item moved to next meeting.

J. MORCS Bond Authority Funding

J. Lucente made a motion to move ahead with getting SAB approval on the current funding model in hope that more bond authority will become available to fund the "unfunded amount".
A. Reza seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

The amount of funding MORCS is eligible for based on OPSC's verified project costs, is nearly \$500,000 higher than the school's original apportionment.

IV. Open Session

A. Board Review of Comparable Compensation Date for Charter School Executive Directors/CEOs

Item moved to the October 26, 2015 board meeting.

V. Closed Session

A. Public Employment Title: Executive Director

Item moved to the October 26, 2015 board meeting.

VI. Open Session

A. Employment Agreement for Executive Director

Item moved to the October 26, 2015 board meeting.

VII. Governance

A. Approved 2015 - 2016 Board Calendar

The Board confirmed the calendar dates.

B. Review and Consider New Board Member Candidate

J. Lucente made a motion to approve Jonathan Williams, Executive Director of Accelerated Charter Schools, as a board member for YPI Charter Schools, Inc.

G. Straub seconded the motion.

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

Board President, Gene Straub - Aye, Board Secretary, Sandra Mendoza - Aye Board Treasurer, Joe Lucente - Aye, and Board Member, Alex Reza – Aye.

VIII. Directors' Reports

A. Directors' August/September 2015 Reports

The following directors' reports are available on Board on Track and on the schools' websites: Chief Operations Officer (Ruben Duenas), Director of Academic Achievement (Kevin Myers), Director of Operations (Jose Castillo), Director of Operations (Diana Gamez), Director of Operations (Larry Simonsen), Director of Technology (Charles Harvey), Director of Marketing (Rommel Ruiz), Director of School Culture and Climate (Mike Crase), and Director of Special Education (Vashon Nutt).

B. Executive Director's August/September Report

The Executive Director's report is available on BoardonTrack and the schools' websites.

IX. For Your Information and Review

A. LAUSD Charter Schools Division Oversight Process

The high school had a semi - oversight visit from the LAUSD Charter Division on Friday, September 25, 2015. The visit addressed new school compliance.

B. Review of Brown Act Training

Brown Act training materials were reviewed by The Board.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Director of Academic Achievement's Report

Section: IV. Academic Achievement
Item: A. Director of Academic Achievement's Report
Purpose: FYI
Submitted by:
Related Material: 15-16.DAA Board Report.October19.docx



DIRECTOR OF ACADEMIC ACHIEVEMENT REPORT

October 19, 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.

Professional Development Data Analysis:

Our PD schedule also allows teachers to have time to analyze and share data with their colleagues. The first hour of our PD time is on a 4-week rotation to allow teachers planned time to meet and discuss with the following groups:

- Grade Levels
- Content Departments
- Success for All Program Component
- Committee Team Meetings

In all of these meetings, the teachers share data with their teams to discuss data and make decisions about instruction based on that data.

The PD schedule also has time allotted for PLCs. We have created a document for this round of PLCs that will help our teachers navigate the expectations of their PLC time and will help to keep them on task towards accomplishing the overall goals of the organization. We have also purchased a set of professional development books that our teachers will be able to use to develop a deeper understanding of their craft, particularly in regard to the Common Core State Standards.

We are very excited about our new efforts in PLCs and we are eager to see the outcomes that will happen because of the discussions and learning our teachers are engaging in through PLCs.

PLC Topics:

Group	PLC Topic	Foundational Text
BCCS Group 1	Engaging students in meaningful discussions about math using academic language to improve overall number sense.	<i>Making Number Talks Meaningful</i>
BCCS Group 2	Using Project-Based Learning to improve student outcomes for reading comprehension.	<i>Inside Information: Powerful Readers and Writers Through Project-Based Learning</i>
BCCS Group 3	Using tiered academic vocabulary instruction to increase reading comprehension and improve text analysis for all students.	<i>Word Play: Building Vocabulary Across Texts and Disciplines</i>
BCCS Group 4	Using tiered vocabulary (specifically tier 2) instruction to improve reading comprehension among all learners.	<i>Vocabulary for the Common Core</i>
MORCS Group 1	Using spelling, grammar, and	<i>The Common Core Grammar</i>

	punctuation mini lessons to improve student outcomes in Common Core writing standards.	<i>Toolkit</i>
MORCS Group 2	Using academic language to increase mathematical literacy for all students	<i>Literacy Strategies for Improving Mathematics Instruction</i>
MORCS Group 3	Using project-based learning to increase intrinsic motivation for all learners.	<i>Teach Like a Pirate</i>
MORCS Group 4	Using technology integration to improve student outcomes in text analysis and in forming logical arguments.	<i>Teach Like Socrates</i>
High School	Improving student outcomes and standards mastery through standards-based and mastery-based grading,	<i>Standards Based Grading by Robert Marzano</i>

Town Hall Meeting:

On October 6th, we were very excited to host a Town Hall meeting for our parents, Berendo Middle School parents, and the Los Angeles community. The topic was the Common Core Standards, and parents showed up in force to discuss not only the standards, but also our instruction and our readiness for the Smarter Balanced test. A small group of 15-20 parent leaders worked with Ms. Jimenez and me (Mr. Myers) over a 6-week period leading up to the meeting. We discussed the importance of the standards, current legislation and policy being discussed at the state and federal level, and the Smarter Balanced assessments. Our parents were prepared with meaningful questions for the panelists at the Town Hall Meeting. Our panelists (listed below) were able to provide a lot of insight from the state, district, and the school levels to help our parents and the community understand the new standards and the expectations for schools, students, and teachers. In total, 91 parents attended our event and participated in this important discussion.

Town Hall Panelists:

- Yvette King-Berg: Executive Director, YPICS
- Freddy Zepeda: 8th Grade English Teacher, MORCS
- Edgar Campos: Chief Strategy Officer for Board Member Monica Garcia
- Ernesto Colin: Professor of Education, Loyola Marymount University
- Ed Honowitz: Education Policy Advisor to State Senator Liu
- Moderator: Kevin Myers, Director of Academic Achievement, YPICS

Data Meetings/Goal Setting:

In mid-September, we had our baseline testing for NWEA maps. Using this data, our coaches and administrators met with teachers to set goals and to determine next steps for instruction. Over the next few weeks, we will be reviewing goals our teachers set with our students and the overall goals we set for our schools. During the week of November 9th, we will be conducting our first benchmark test for the year, and we hope to see great growth in all areas!

Coversheet

Director of Special Education's Report

Section: IV. Academic Achievement
Item: B. Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material: YPICS Director of Special Education Report- October 2015.docx



DIRECTOR OF SPECIAL EDUCATION REPORT

October 26, 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. At our most recent joint council meeting, a motion was passed to reduce the STEP Grant amount, but to include funds for high needs areas now as opposed to waiting to see if any additional funds would become available. Below is a list of the proposed options:

STEP GRANT OPTIONS

Assumptions

- 543 average total students at a site
- 66 total SWD at a site
- 55 SWD-High Needs
- 11-SWD-Low Needs
- 65,208-COP3 Total ADA
- 8,000 - COP3 Total SWD

* Assumptions based on 14-15 P2 averages and totals of all Option 3 schools

Option 3-Traditional Method- Base+ # SWD

YPICS Sped Board Report – Oct. 2015

Base \$5,000+ amount/SWD=Total Grant Amount

- Base \$5,000
- Amount/Student=\$58/std
(\$58(Amount /std*66 AVG SWD) \$3,828
- TOTAL \$8,828**

Option 4-Traditional Method-Reduced Base + #SWD

Based \$2,500 + Amount/SWD=Total Grant Amount

- Base (reduced) \$2,500
- Amount/Student=\$87/SWD
(\$87/std*66 Avg SWD) \$6,006
- TOTAL \$8,242**

Option 5 - 10% Base + ADA

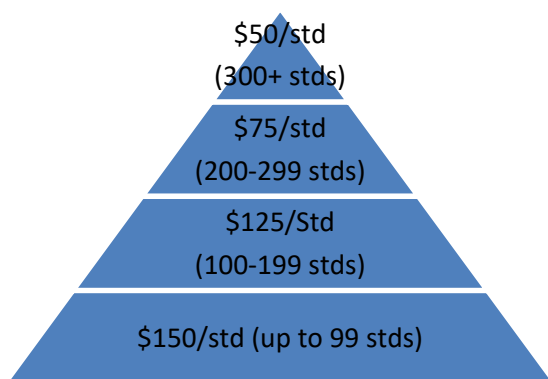
Base\$813 + (50% of ADA P2*Amount/std)=Total Grant Amount

- Base=\$1,000,000 * 10% =\$100,000
\$100,000/# of eligible schools \$813
- 50% of ADA P2
543(avg #stds @ site)* 50%=271 stds
\$900,000/65,208 (TotalCharter ADA)=\$28/std
271*\$28/std \$7,588
- TOTAL \$8,450**

Option 7- Tier Approach With Base + ADA

Base \$2,500+ (Tier Amount *# of Stds w/l tiers)=Total Grant Amount

- Base= \$2,500
- \$150/std * 66(avg # SWD) \$9,900
- TOTAL \$12,400**



Please note, all amounts are based on an estimate and do not represent actual amounts

YPICS – Special Education

- Parent teacher conferences at all schools 10/22 – 10/16
- 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:

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

LAUSD

- LAUSD has sent a Letter to all site administrators informing them of the risk of losing federal funding due to overdue IEPs. Currently, we only have one overdue IEP organization wide. This IEP has been scheduled and will be completed by the Nov. 1 deadline.

Coversheet

Review and Approve YPI Charter Schools' July 2015 Financials

Section: V. Finance
Item: A. Review and Approve YPI Charter Schools' July 2015 Financials
Purpose: Vote
Submitted by:
Related Material: 2015-07 YPICS FINANCIALS FINAL.xlsm

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](#):

2015-07 YPICS FINANCIALS FINAL.xlsm

Coversheet

Review and Approve YPI Charter Schools' August 2015 Financials

Section: V. Finance
Item: B. Review and Approve YPI Charter Schools' August 2015 Financials
Purpose: Vote
Submitted by:
Related Material: 2015-08 YPICS FINANCIALS FINAL.xlsm
BCCS FY15.16 August Notes.docx
BCHS FY15.16 August Notes.docx
15-16 Dashboard MORCS August 2015.pdf
MORCS FY15.16 August Notes.docx
15-16 Dashboard BCHS August 2015.pdf
15-16 Dashboard BCCS August 2015.pdf

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](#):

2015-08 YPICS FINANCIALS FINAL.xlsm



BERT CORONA CHARTER SCHOOL

Financial Analysis

August 2015

Net Income

BERT CORONA CHARTER SCHOOL is projected to achieve a net income of \$269K in FY15-16 compared to \$181K in the board approved budget. Reasons for this positive \$88K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2015, the school's cash balance was \$1,206K. By June 30, 2016, the school's cash balance is projected to be \$1,273K, which represents a 20.2% reserve.

As of August 31, 2015, the Accounts Receivable balance was \$299K, down from \$353K in the previous month, due to the receipt of revenue earned in FY14-15.

As of August 31, 2015, the Accounts Payable balance, including payroll liabilities, totaled \$225K, compared to \$246K in the prior month.

As of August 31, 2015, BCCS had a debt balance of \$4K compared to \$5K in the prior month.

Income Statement

Revenue

Total revenue for FY15-16 is projected to be \$6,716K, which is \$49K or 1% over budgeted revenue of \$6,667K.

Expenses

Total expenses for FY15-16 are projected to be \$6,447K, which is \$39K or 1% under budgeted expenditures of \$6,486K.

ADA

Budgeted average ADA for FY15-16 is 357.05 based on an enrollment of 370 and a 96.5% attendance rate.

The forecast assumes an ADA of 358.44 based on an enrollment of 370 and a 96.7% attendance rate.

In Month 1, ADA was 367.89 with 376 students enrolled at the end of the month and a 98% ADA rate.

Average ADA for the year (through Month 1) is 367.89 (a 98.0% 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%.



YPI Valley Public Charter School Financial Analysis August 2015

Net Income

YPI Valley Public Charter School is projected to achieve a net income of \$137K in FY15-16 compared to \$140K in the board approved budget. Reasons for this negative \$3K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2015, the school's cash balance was \$518K. By June 30, 2016, the school's cash balance is projected to be \$128K, which represents a 9.9% reserve.

As of August 31, 2015, the Accounts Receivable balance was zero.

As of August 31, 2015, the Accounts Payable balance, including payroll liabilities, totaled \$6K, compared to \$9K in the prior month.

As of August 31, 2015, YPI VPCS had a debt balance of \$250K compared to \$250K in the prior month.

Income Statement

Revenue

Total revenue for FY15-16 is projected to be \$1,453K, which is \$31K or 2% under budgeted revenue of \$1,484K.

Expenses

Total expenses for FY15-16 are projected to be \$1,315K, which is \$28K or 2% under budgeted expenditures of \$1,343K.

Object Code 1110 and 2100 – Teacher salaries are lower than budgeted by \$97K while Instructional Aid salaries are higher than budget by \$78K due to reclassification of non-certificated teachers to Object code 2100

ADA

Budgeted average ADA for FY15-16 is 59.85 based on an enrollment of 63 and a 95.0% attendance rate.

The forecast assumes an ADA of 59.99 based on an enrollment of 63 and a 95.7% attendance rate.

In Month 1, ADA was 59.72 with 62 students enrolled at the end of the month and a 99% ADA rate.

Average ADA for the year (through Month 1) is 59.72 (a 98.9% ADA rate for the year to date).

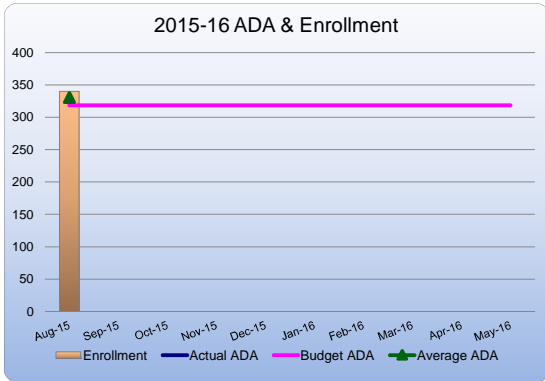
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$8,000 and 10%.



This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$8,000 and 10%.

Key Performance Indicators

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



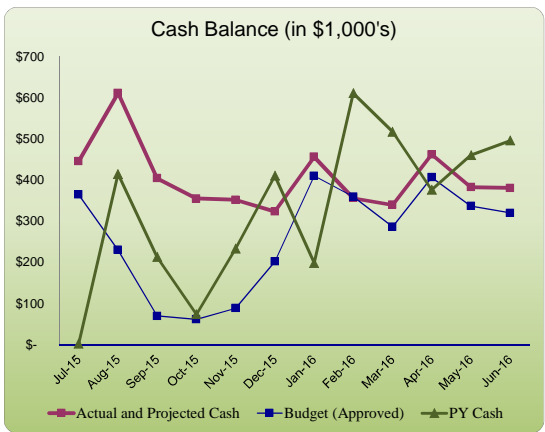
KEY POINTS

- Month 1 ADA is 330.28 with enrollment of 340.
- Revenue is projected to be above budget by \$38K.
- Expenses are projected to be over budget by \$43K.
- Overall, net income is projected to be \$115K which is \$5K lower than budget.
- Cash on hand and projected year-end cash are strong.

ADA Analysis					
Category	Actual through Month 1	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	340	330	330	0	312
ADA %	97.2%	96.8%	96.5%	0.3%	97.2%
Average ADA	330.28	321.58	318.45	3.13	301.68

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	12,132	11,775
Revenue w/o Fundraising	12,085	12,093
Expense	11,755	11,775

INCOME STATEMENT	FY 15-16 YTD			FY 15-16 Forecast					FY 14-15 Actual		FY 13-14 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	14-15	% of Total	13-14	% of Total
LCFF	175,823	179,083	(3,260)	2,808,067	72%	2,780,990	72%	27,078	2,273,172	66%	1,089,581	75%
Federal Revenue	10,446	10,792	(345)	488,745	13%	484,633	13%	4,112	482,999	14%	201,627	14%
State Revenue	30,776	30,405	371	578,641	15%	568,196	15%	10,445	592,525	17%	131,167	9%
Other Local Revenue	0	1,128	(1,128)	13,372	0%	14,500	0%	(1,128)	90,409	3%	3,983	0%
Grants/Fundraising	0	2,500	(2,500)	12,500	0%	15,000	0%	(2,500)	14,500	0%	30,000	2%
TOTAL REVENUE	217,046	223,907	(6,862)	3,901,325		3,863,319		38,007	3,453,605		1,456,359	
Certificated Salaries	119,818	123,612	3,794	1,014,474	27%	1,019,627	27%	5,153	942,337	29%	505,794	36%
Classified Salaries	80,001	72,670	(7,331)	552,458	15%	545,127	15%	(7,331)	404,835	13%	167,841	12%
Benefits	53,392	69,008	15,616	446,046	12%	435,327	12%	(10,718)	374,857	12%	130,128	9%
Student Supplies	8,987	71,772	62,785	476,856	13%	478,772	13%	1,916	423,163	13%	121,249	9%
Operating Expenses	33,351	136,763	103,412	810,301	21%	794,497	21%	(15,804)	697,806	22%	390,588	27%
Other	46,300	75,482	29,181	486,334	13%	469,933	13%	(16,400)	367,960	11%	108,334	8%
TOTAL EXPENSES	341,849	549,307	207,458	3,786,468		3,743,283		(43,185)	3,210,957		1,423,935	
INCOME / (LOSS)	(124,804)	(325,400)	200,596	114,857		120,035		(5,178)	242,648		32,424	



Balance Sheet	6/30/2015	7/31/2015	8/31/2015	6/30/2016 Forecast	Notes
Assets					
Cash	495,616	444,787	610,803	380,097	
Accounts Receivable	385,392	385,392	102,691	529,520	
Due From Others	51,333	35,734	16,865	0	
Other Assets	28,503	4,664	4,664	4,664	
Net Fixed Assets	1,460,177	1,458,774	1,483,081	17,644,082	
Total Assets	2,421,021	2,329,352	2,218,104	18,558,364	
Liabilities					
A/P & Payroll	103,826	80,847	36,998	74,078	
Due to Others	112,991	115,485	101,707	0	
Deferred Revenue	54,444	54,444	54,444	16,219,669	
Total Debt	704,139	704,139	704,139	704,139	
Total Liabilities	975,400	954,915	897,288	16,997,887	
Equity					
Beginning Fund Bal.	1,202,972	1,445,620	1,445,620	1,445,620	
Net Income/(Loss)	242,648	(71,184)	(124,804)	114,857	
Total Equity	1,445,620	1,374,436	1,320,816	1,560,477	
Total Liabilities & Equity	2,421,020	2,329,352	2,218,104	18,558,364	

Y/E Cash Balance		
Projected	Budget	Variance
380,097	319,293	60,804

Available Line of Credit	6/30/2015	7/31/2015	8/31/2015	6/30/2016 Forecast	Notes
Days Cash on Hand	57	44	59	37	> 45 days is good
Cash Reserve %	16%	12%	16%	10%	





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

August 2015

Net Income

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL is projected to achieve a net income of \$115K in FY15-16 compared to \$120K in the board approved budget. Reasons for this negative \$5K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of August 31, 2015, the school's cash balance was \$611K. By June 30, 2016, the school's cash balance is projected to be \$380K, which represents a 10.1% reserve.

As of August 31, 2015, the Accounts Receivable balance was \$103K, down from \$385K in the previous month, due to the receipt of revenue earned in FY14-15.

As of August 31, 2015, the Accounts Payable balance, including payroll liabilities, totaled \$37K, compared to \$81K in the prior month.

As of August 31, 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 FY15-16 is projected to be \$3,901K, which is \$38K or 1% over budgeted revenue of \$3,863K.

Expenses

Total expenses for FY15-16 are projected to be \$3,786K, which is \$43K or 1% over budgeted expenditures of \$3,743K.

ADA

Budgeted average ADA for FY15-16 is 318.45 based on an enrollment of 330 and a 96.5% attendance rate.

The forecast assumes an ADA of 321.57 based on an enrollment of 330 and a 96.8% attendance rate.

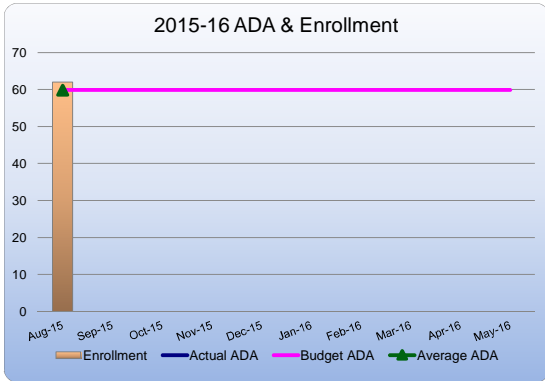
In Month 1, ADA was 330.28 with 340 students enrolled at the end of the month and a 97% ADA rate.

Average ADA for the year (through Month 1) is 330.28 (a 97.2% 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%.

Key Performance Indicators

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



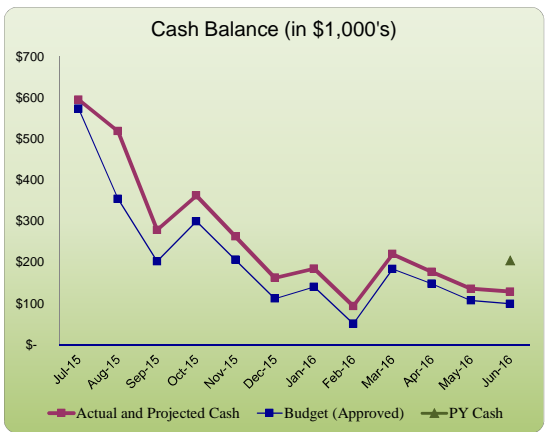
KEY POINTS

- Month 1 ADA is 59.72 with enrollment of 62.
- Revenue is projected to be lower than budget by \$31K.
- Expenses are projected to be over budget by \$28K.
- Overall, net income is projected to be \$137K which is \$3K lower than budget.
- Cash on hand and projected year-end cash are strong. Next year cash flow will require borrowing from Bert Corona during the first half of the year.

ADA Analysis					
Category	Actual through Month 1	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	62	63	63	0	N/A
ADA %	98.9%	95.7%	95.0%	0.7%	N/A
Average ADA	59.72	59.99	59.85	0.14	N/A

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	24,787	21,927
Revenue w/o Fundraising	20,610	20,050
Expense	22,441	21,927

INCOME STATEMENT	FY 15-16 YTD			FY 15-16 Forecast					FY 14-15 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	14-15	% of Total
LCFF	0	17,719	(17,719)	628,691	43%	627,224	42%	1,467	0	0%
Federal Revenue	201,503	203,576	(2,072)	521,258	36%	553,371	37%	(32,113)	51,622	100%
State Revenue	0	6,106	(6,106)	48,610	3%	48,385	3%	224	0	0%
Other Local Revenue	0	0	0	4,183	0%	4,536	0%	(353)	0	0%
Grants/Fundraising	250,000	250,000	0	250,000	17%	250,000	17%	0	0	0%
TOTAL REVENUE	451,503	477,401	(25,897)	1,452,742		1,483,517		(30,774)	51,622	
Certificated Salaries	49,249	59,824	10,575	337,850	26%	435,868	32%	98,017	31,453	49%
Classified Salaries	19,951	18,642	(1,309)	213,334	16%	134,282	10%	(79,052)	14,383	22%
Benefits	11,908	21,145	9,237	146,453	11%	156,175	12%	9,722	5,784	9%
Student Supplies	8,696	125,191	116,494	278,357	21%	276,787	21%	(1,570)	4,784	7%
Operating Expenses	23,408	40,119	16,712	236,993	18%	235,988	18%	(1,005)	8,357	13%
Other	9,176	15,136	5,961	102,357	8%	103,986	8%	1,630	22	0%
TOTAL EXPENSES	122,387	280,057	157,670	1,315,344		1,343,086		27,741	64,783	
INCOME / (LOSS)	329,117	197,344	131,773	137,398		140,431		(3,033)	(13,162)	



Y/E Cash Balance		
Projected	Budget	Variance
128,381	98,818	29,563

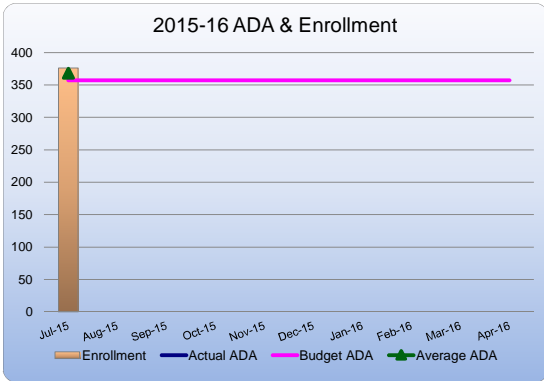
Balance Sheet	6/30/2015	7/31/2015	8/31/2015	6/30/2016 Forecast	Notes
Assets					
Cash	204,311	594,538	518,161	128,381	
Accounts Receivable	0	0	0	169,555	
Due From Others	(56)	(3,071)	(7,327)	0	
Other Assets	0	0	0	0	
Net Fixed Assets	1,301	54,518	60,715	73,087	
Total Assets	205,557	645,985	571,549	371,023	
Liabilities					
A/P & Payroll	17,215	9,017	5,594	46,785	
Due to Others	0	0	0	0	
Deferred Revenue	201,503	0	0	0	
Total Debt	0	250,000	250,000	200,002	
Total Liabilities	218,718	259,017	255,594	246,787	
Equity					
Beginning Fund Bal.	0	(13,162)	(13,162)	(13,162)	
Net Income/(Loss)	(13,162)	400,129	329,117	137,398	
Total Equity	(13,162)	386,968	315,955	124,236	
Total Liabilities & Equity	205,557	645,985	571,549	371,023	

Available Line of Credit					
Days Cash on Hand	1,152	164	146	36	> 45 days is good
Cash Reserve %	315%	45%	40%	10%	



Key Performance Indicators

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



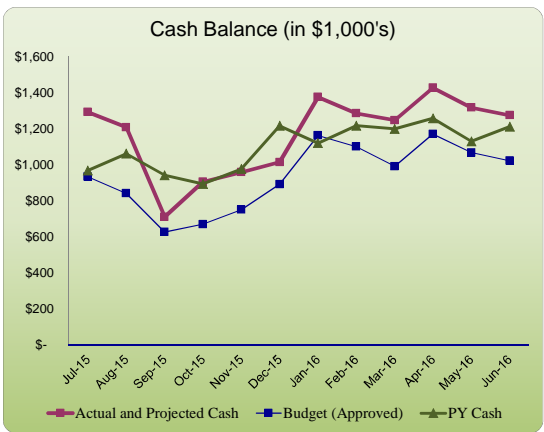
KEY POINTS

- Month 1 ADA is 367.89 with enrollment of 376.
- Revenue is projected to be above budget by \$48K.
- Expenses are projected to be lower than budget by \$39K.
- Overall, net income is projected to be \$269K which is \$87K better than budget.
- Cash on hand and projected year-end cash are strong.

ADA Analysis					
Category	Actual through Month 1	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	376	370	370	0	365
ADA %	98.0%	96.7%	96.5%	0.2%	97.5%
Average ADA	367.89	358.43	357.05	1.38	358.76

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	18,673	17,988
Revenue w/o Fundraising	18,645	18,666
Expense	18,166	17,988

INCOME STATEMENT	FY 15-16 YTD			FY 15-16 Forecast				FY 14-15 Actual		FY 13-14 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	14-15	% of Total	13-14	% of Total
LCFF	206,460	208,575	(2,115)	3,051,064	45%	3,031,725	45%	19,339	2,651,904	53%	1,089,581	75%
Federal Revenue	12,423	399,714	(387,291)	2,815,731	42%	2,813,706	42%	2,024	1,610,689	32%	201,627	14%
State Revenue	36,600	36,145	455	822,102	12%	811,821	12%	10,281	658,942	13%	131,167	9%
Other Local Revenue	1,689	0	1,689	1,689	0%	0	0%	1,689	68,539	1%	3,983	0%
Grants/Fundraising	17,153	1,667	15,486	25,486	0%	10,000	0%	15,486	22,999	0%	30,000	2%
TOTAL REVENUE	274,324	646,100	(371,776)	6,716,072		6,667,253		48,819	5,013,073		1,456,359	
Certificated Salaries	146,069	149,588	3,518	1,081,489	17%	1,174,137	18%	92,648	950,648	20%	505,794	36%
Classified Salaries	73,484	68,391	(5,093)	566,686	9%	534,654	8%	(32,032)	472,138	10%	167,841	12%
Benefits	71,372	83,546	12,175	524,526	8%	522,804	8%	(1,722)	390,473	8%	130,128	9%
Student Supplies	38,363	107,523	69,159	690,274	11%	692,698	11%	2,424	601,040	13%	121,249	9%
Operating Expenses	102,447	489,671	387,224	2,911,323	45%	2,910,424	45%	(898)	1,746,513	37%	390,588	27%
Other	75,652	105,052	29,400	673,043	10%	651,462	10%	(21,581)	567,229	12%	108,334	8%
TOTAL EXPENSES	507,388	1,003,771	496,383	6,447,341		6,486,179		38,837	4,728,042		1,423,935	
INCOME / (LOSS)	(233,064)	(357,671)	124,607	268,731		181,075		87,657	285,031		32,424	



Y/E Cash Balance		
Projected	Budget	Variance
1,273,078	1,020,299	252,780

Balance Sheet	6/30/2015	7/31/2015	8/31/2015	6/30/2016 Forecast	Notes
Assets					
Cash	1,210,056	1,290,649	1,205,999	1,273,078	
Accounts Receivable	867,185	353,385	298,628	652,749	
Due From Others	(0)	(30,107)	(63,941)	(63,941)	
Other Assets	42,570	18,597	33,514	33,514	
Net Fixed Assets	652,689	728,381	742,416	669,699	
Total Assets	2,772,500	2,360,905	2,216,616	2,565,099	
Liabilities					
A/P & Payroll	534,829	246,373	225,478	77,550	
Due to Others	28,112	23,775	16,676	16,676	
Deferred Revenue	54,784	54,784	54,784	54,784	
Total Debt	6,400	5,384	4,368	(1,016)	
Total Liabilities	624,125	330,317	301,306	147,994	
Equity					
Beginning Fund Bal.	1,863,343	2,148,374	2,148,374	2,148,374	
Net Income/(Loss)	285,031	(117,786)	(233,064)	268,731	
Total Equity	2,148,374	2,030,589	1,915,311	2,417,105	
Total Liabilities & Equity	2,772,500	2,360,905	2,216,616	2,565,099	

Available Line of Credit					
Days Cash on Hand	96	74	70	74	> 45 days is good
Cash Reserve %	26%	20%	19%	20%	



Coversheet

Teacher Effectiveness Funding Expenditure Plan BCCS

Section: V. Finance
Item: D. Teacher Effectiveness Funding Expenditure Plan BCCS
Purpose: Discuss
Submitted by:
Related Material: BCCS Educator Effectiveness Spending Plan-2-2.docx



YPI CHARTER SCHOOLS

Bert Corona Charter School

2015-2016 Educator Effectiveness Funding and Expenditure Plan

Entitlement: \$ 27, 131.00

Focus Area	Year 1	Year 2	Year 3	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the <i>California Education Code</i> .	\$6,029.10	\$3,014.56	\$3,014.56	\$12,058.22
Professional development, coaching and support services for teachers who have been identified as needing improvement or additional support by the LEA.	\$0	\$0	\$0	\$0
Professional development for teachers and administrators that is aligned to state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60611.3, as that section read on June 30, 2013, of the <i>Education Code</i> .	\$0	\$3,014.55	\$3,014.55	\$6,029.10
Promotion of educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	\$3,014.56	\$3,014.56	\$3,014.56	\$9,043.68
TOTAL	\$9,043.66	\$9043.67	\$9,043.67	\$27,131.00

Coversheet

Teacher Effectiveness Funding Expenditure Plan MORCS

Section: V. Finance
Item: E. Teacher Effectiveness Funding Expenditure Plan MORCS
Purpose: Discuss
Submitted by:
Related Material: MORCS Educator Effectiveness Spending Plan-2-2.docx



YPI CHARTER SCHOOLS

Monseñor Oscar Romero Charter School

2015-2016 Educator Effectiveness Funding and Expenditure Plan

Entitlement: \$ 21,998.00

Focus Area	Year 1	Year 2	Year 3	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the <i>California Education Code</i> .	\$4,888.00	\$2,444.00	\$2,444.00	\$9,776.00
Professional development, coaching and support services for teachers who have been identified as needing improvement or additional support by the LEA.	\$0	\$0	\$0	\$0
Professional development for teachers and administrators that is aligned to state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60611.3, as that section read on June 30, 2013, of the <i>Education Code</i> .	\$0	\$2,444.22	\$2,444.22	\$4,888.44
Promotion of educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	\$2,444.22	\$2,444.22	\$2,444.22	\$7,332.66
TOTAL	\$7,333.22	\$7,332.44	\$7,332.44	\$21,998.00

Coversheet

Director of Operation's Report - BCCS

Section: X. Lead Administrator Reports
Item: A. Director of Operation's Report - BCCS
Purpose: FYI
Submitted by: Diana Gamez
Related Material: Oct Director of Operations BCCS 2015.docx



Monseñor Oscar Romero and Bert Corona Charter Schools

Date: October 19, 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 September and October at BCCS:

September

Finess Club for Parents

In this 8-part workshop series, parents learned basic exercise movements and nutrition basics from learning to read food labels, to understanding the food pyramid and portion control. The workshop series will culminate with a graduation ceremony potluck for parents where only healthy food will be served.

9/21/15 **9 Attended**
9/28/15 **10 Attended**

Powerschool Class

In this meeting, parents have an opportunity to meet with administration and parent coordinators to ask questions on student's concerns and view grades online. Parents are given the opportunity to learn how to navigate our online program that allows them to view their student grades and behavior. It is offered in the morning and evening.

9/15/15 *7 Attended*
9/22/15 *11 Attended*

Coffee With The Directors

In this meeting, parents have an opportunity to meet with administration over coffee and ask questions on student's concerns or campus concerns. All administration at Bert Corona is present and it is offered in the morning and evening.

9/17/15 *84 Attended*

Family Save

This meeting is an opportunity for parents to become aware of how to save money to support their students to go to college and save early. In this meeting are even aware of how much the cost of tuition is now and will be in near future. This meeting is held in the morning and at the evening.

10/6/15 *40 Attended*

Coversheet

Director of Operation's Report - MORCS

Section: X. Lead Administrator Reports
Item: B. Director of Operation's Report - MORCS
Purpose: FYI
Submitted by: Jose D. Castillo
Related Material: MORCS DOO - Directors Report - Oct 2015.pdf



DIRECTOR OF OPERATIONS REPORT

October 23, 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.

Common Core Townhall Meeting

We had an amazing townhall meeting earlier this month on October 6th. Thank you to our panelists, staff, parents and community members for attending our Common Core Townhall meeting. We had over 90 parents and members of the community in attendance ask our expert panelists questions about Common Core. A special shout out goes to our organizers Mr. Myers, Ms. Jimenez (parent coordinator) and NCLR for putting the event together. Mr. Myers did an excellent job arranging for our panelists to attend. Our panelist included **Yvette King-Berg**, Executive Director of YPI Charter Schools, **Ed Honowitz**, Education Policy Advisor for Senator Liu, **Freddy Zepeda**, Teacher at Monseñor Oscar Romero Charter School, **Ernesto Colin**, Professor of Education at Loyola Marymount University, **Ana Gomez**, Field Deputy for Councilman Cedillo and **Edgar Campos**, Chief Strategy Officer for LAUSD Board Member Monica Garcia. Ms. Jimenez did an exceptional job in mobilizing our Common Core Parent Advisory committee and helping our parents prepare thought provoking questions for our panelists. And of course, our office staff team was outstanding job with our outreach.

HS Choice Event

This month we also hosted our Fall High School Choice event. We had over 40 eight grade parents in attendance to hear presentations from six local schools: Alliance College Ready #16 and Tenenbaum, University Prep, USC Hybrid, City High School and Larchmont Charter. Ms. Jimenez did a fantastic job in coordinating this event with our office staff. MORCS will host another event for parents in February.

MORCS Enrollment Update

We currently have steady enrollment with **338** students currently enrolled with us. Not much has changed since our September report. In the 6th grade, we have **121** students who have joined the Puma family followed by **105** students in the 7th Grade (13 new, 92 returning). In the 8th grade, we have **112** students (6 new, 106 returning) with a current classroom size as follows:

- 6th – 30 (4 classrooms)
- 7th – 26 (4 classrooms)
- 8th – 28 (4 classrooms)

Gearing up for Fall Parent Conferences

FALL PARENT CONFERENCES are this month. Over three consecutive days in October parents will have an opportunity to meet with teachers and administration to discuss how student learning is progressing in the classroom. We start parent conferences on Thursday October 22nd (1/2 day), Friday 23rd (All day) and Monday Oct 26th (1/2 day). Last year we had 96 percent parent attendance in the Fall and Spring in 2014-15 and are excited about this year's conferences.

School Climate and Culture

It has been a quite busy October with many student events happening on campus. This month's scholar dollar theme was being "responsible." Throughout this month students were awarded scholar dollars for exhibiting acts of responsibility. In October we will also had several field trips for students. On Saturday, October 3rd 93 students and staff attended the **UCLA vs. Arizona State** football game. The kids had a blast as they were cheering on the home team in a game thriller. On Sunday, October 11th, several Student Leadership students participated in the **AIDS Walk LA** event in West Hollywood. It was a great opportunity for our students to be exposed to social awareness events in the community. We also participated in the **CA Shake Drill** with Berendo Middle School on Friday, October 16th.

This month we also hosted an **Anti-bullying week** where students participated in PE presentations on the effects of Cyberbullying and other lunchtime activities. Here is a movie clip of some student awareness presentations: [Anti-Bullying Skit Movie](#) . Student Leadership is also gearing up for their first **Fall Dance** on Thursday, October 29th and **Spirit Assembly** on October 30th. Here is a movie trailer promoting our Spooky Maze and Dance: [Spooky Maze Video](#).

In the month of September we had four students who received in-school suspension for a total of 6 days. The offences included physical contact and sexual harassment.

Coversheet

Director of Instruction's Report - YPIVPCHS

Section: X. Lead Administrator Reports
Item: C. Director of Instruction's Report - YPIVPCHS
Purpose: FYI
Submitted by:
Related Material: Simonsen_MidSeptembertoMidOctoberReport__1_.pdf



BERTCORONA

CHARTER HIGH SCHOOL

To: Yvette King Berg
 Re: September/October Monthly Board Report
 Date: October 23, 2015

Enrollment

Our enrollment is now 64 students, 52 ninth grade students and 12 tenth grade students. We have 10 students with individualized education plans.

Academics

We began incorporating RTI (Response to Intervention) work into our professional development and planning this month. We have a shared document in which we have placed each student at RTI levels (Tier 1: Independent and on grade level, Tier 2: One to two grade levels behind, and Tier 3: More than two grade levels behind), and have begun the work of developing strategies for supporting those students with the most intensive intervention needs. Our learning outcome and rubric design work are producing a body of targeted skills along with the indicators that determine whether or not these skills are being learned to automaticity. We conducted a parent training night that attempted to explain the nature of authentic assessment and standards-based grading compared to traditional assessment and grading practices. While the initial reception was guarded, our parent-teacher conferences proved to serve as an opportunity for clarification and increased understanding. Parents are grasping the inherently fundamental and critical nature of an education that depends on both students and teachers being totally transparent about what is expected from students, and to what extent that learning is now producing independent skills. A recent article published by KQED entitled "Could rubric based grading be the assessment of the future?" summarizes the work of a consortium of colleges and universities who are trying to pilot our exact approach to authentic assessment at their post-secondary institutions, and it is transforming both their teaching and, more importantly, student success in the classroom. I know we're on the right track. The article can be found here, with links to the rubrics:

http://ww2.kqed.org/mindshift/2015/10/14/could-rubric-based-grading-be-the-assessment-of-the-future/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+kqed%2FnHAK+%28MindShift%29

Facilities

The following facilities upgrades and/or repairs were completed in the last month:

- Tripping hazards in the asphalt near the student restrooms were broken up, removed, and repaved.
- YPICS network communications wiring was trenched and installed.

We continue to wait on the following repairs and upgrades:

- Access to Special Ed RSP Pull-out Classroom on the Maclay Campus.
- Blinds for every room for lock-down safety and P.E. changing privacy.
- Security Camera and Phone at the main access gate (LAUSD install).



BERTCORONA CHARTER HIGH SCHOOL

Staffing

Elizabeth Gutierrez, an intern for Ms. Funk, is no longer meeting with students for the foreseeable future. She experienced the theft of her car and cannot arrange alternative transportation to work. Ms. Funk said she would hold her spot as an intern while transportation issues are resolved.

Cori Redstone has submitted a verbal intent to resign by the end of first semester. She stated an inability to keep up with the workload, a lack of financial capacity to pursue a teaching credential, and the impact of work on her personal life and health.

Ms. King-Berg stated that she would be working with Mr. Meyers on filling the position and looking for qualified candidates that have been appropriately vetted by the YPICS recruitment site.

Logistics

The meal program is experiencing some challenges due to timing and facilities needs. Students are not eating breakfast to the extent we would like them to, and the current thinking is that they are eating at home before they come to school. Our late start time is likely allowing them the flexibility to take this option over a school-provided meal. Our serving practices will shift to actual classroom distribution next week, during our morning SFA class. This may provide a more captive audience and a natural encouragement for students to participate.

Pizza Hut and Pick Up Sticks chinese food will become a regular offering for lunch in the next several weeks. Pizza is once per month and chinese food will be weekly.

A meeting with Ms. King Berg, Ms. Gamez and Ms. Castellon confirmed that a hot water facilities and kitchen prep tables are needed to achieve an ideal level of compliance for the meal program. We apparently did not receive the kitchen / meal distribution facility here as a part of our Prop 39 agreement with LAUSD. This facility, which is in the covered eating area on our campus, would provide optimal resources for preparation and distribution of food.

College and Career

I begin meeting with students next week to discuss the college and career goals they have selected in their College and Career Elective class. These preferences are likely to change over time, but there will be formative value in the introduction to college entrance requirements and degree requirements for specific careers. We are taking 45 students and 5 staff to the UCLA vs Washington State football game at the Rose Bowl on November 14.

Compliance

The YPICS Executive Team and Ms. Castellon (Program Coordinator) compiled data and logistics information and hosted representatives from the LAUSD Charter Schools division who came to conduct an oversight visit for operations compliance. I was informed that our compliance measures passed in all required areas.



BERTCORONA CHARTER HIGH SCHOOL

The principal of Maclay Middle School walked me through the emergency response plan for the Maclay site, including the evacuation route, meeting site, and reunion gate for YPI Valley Charter High School. A Search and Rescue Team was identified for YPI VCHS, first aid stations were located, and I walked the evacuation route with Mr. Villanueva (campus safety aid) and Ms. Castellon.

Mr. Dueñas informed me that we will be required to conduct metal detector searches per LAUSD mandate. He is procuring the wands and will conduct training for our staff.

Technology

We are in the latter stages of having the YPICS Network extended to our site. Mr. Harvey's report will likely detail progress on this initiative. The 1-to-1 chromebook rollout is allowing our students to work in a cloud-based and shared learning environment that will allow them to transition seamlessly to collaborative work environments both in college and in the workplace. Google Classroom is our chief platform for this work. These are real skills that last and will give our students a considerable edge over many of their peers, but more importantly, will allow our students to be California's Future Leaders in a very concrete way as they support their new post-secondary communities in the work of collaboration through cloud technology.

Climate and Culture

The After School Program was launched this month, led by Ms. Guzman. Students are building rockets, learning kick-boxing, playing football, hiking, playing basketball, receiving academic tutoring, and developing a Leadership Class. There are 30 students enrolled in activities that take place both before and after school.

Students celebrated Hispanic Heritage Month with poetry, dancing, and artwork that was created and performed/shared at our monthly assembly last Monday, Oct 19.

We took the entire school to the headquarters of the Children's Hunger Fund in Sylmar last week. They packed elements for emergency food boxes for families facing poverty throughout our world. They learned that 21,000 children die every day from nutrition-related illnesses stemming from hunger. Our kids worked like champs. The staff of CHF asked if we would come back on an ongoing basis. That was a reflective moment for all of us.

Students were the big hit at a recruitment night at Bert Corona Middle School. While Mr. Garcia and I shared the technical specifics of high school programming, the students shared about how much they felt heard, respected, and cared for by their teachers. This was their primary pitch to the 8th grade families as to why they should attend YPI VPCHS. Their sharing generated spontaneous applause. It was a good indicator for me as to how our students are feeling about being part of a startup.

Larry Simonsen
Lead Administrator / Director of Instruction
YPI Valley Public Charter High School / BCCHS

Coversheet

Director of Technology's Report

Section: XI. Directors' Reports
Item: A. Director of Technology's Report
Purpose: FYI
Submitted by:
Related Material: 151019 Director of Technology Report.pdf



DIRECTOR OF TECHNOLOGY'S REPORT

October 19th, 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, 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.

14-15 Summary

1. Network Infrastructure:

- a. **High school and central office fiber installation.** Time Warner Cable Business Fiber has laid the fiber to the rear of the high school's media classroom, but is still in the process of installing the fiber distribution tray and network end point in the network cabinet. The central office's installation is in the pre-construction phase, with all permits having been authorized. The current anticipated install completion dates are 11/13/15 for both sites.
- b. **Jaffee R104 switch failure.** The switch was replaced at no cost by ITS, and the room's network is correctly functioning to support phone and printer connectivity.

2. Server Infrastructure:

- a. **Migration to Amazon Web Services.** We are currently using Amazon Workspaces for data exchange between Powerschool and Illuminate student information systems. Due to power outages and facilities issues, I am exploring the feasibility of migrating our web and database services to the AWS cloud.

- b. **Google Analytics.** We have converted our website hit tracking system to leverage Google Analytics, which gives us the capacity to see how frequently our sites are being accessed, from where and to what content. All public sites have this tracking ability, from teacher sites to school identity sites. I expect to report the data from this capacity in the next board report.

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. **Illuminate.** As noted above, we are in the process of implementing Illuminate as a replacement for Study Island.

4. Hardware Support:

- a. **Asset tagging.** We have ordered the 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.
- b. **Laptop support.** We are upgrading 45 refurbished Macbooks and iMacs at MORCS to upgrade them to a modern operating system. We will also be replacing the internal batteries on 20 Macbooks.
- c. **Help desk.** We have handled 114 help desk tickets from September 22nd through October 19th 2015, which is an average of approximately 6.7 tickets a day, There are 31 open tickets remaining. The ticket categories break down as follows:

Category	Tickets	Open	Resolved
<i>Workstations</i>	23	5	18
<i>Laptops</i>	31	5	26
<i>Instructional Tech</i>			
<i>- Aleks, SI, etc</i>	8	2	6
<i>Facilities</i>	7	4	3
<i>Phone</i>	7	0	7
<i>Network Services</i>			
<i>(accounts, email, etc)</i>	5	0	5
<i>Powerschool & Records</i>	10	0	10
<i>Printing</i>	7	0	7
<i>Branding & Graphics</i>	5	1	4
<i>Network Infrastructure</i>	9	2	7
<i>Tech Strategy</i>	0	0	0
<i>Handheld Devices</i>	2	0	2
Totals	114	19	95

5. Instructional Technology:

- a. **PLTW grant.** We have successfully deployed 45 iMacs with Windows 10 partitions and copies of AutoDesk Inventor in support of the Project Lead The Way exploratory grant, which gives the 6th grade communications teacher at BCCS to capacity to teach 3D modeling concepts, which supports an integrated STEAM type curriculum.

6. Programming: No time was allocated to programming projects.

7. Strategic Planning.

1. **Technology support team training.** We are conducting weekly trainings to develop skills in server administration and scripting.
2. **Documentation.** The tech support team is tasked with developing the run book, which details technology support processes within the YPICS community.

Coversheet

Director of Marketing's Report

Section: XI. Directors' Reports
Item: B. Director of Marketing's Report
Purpose: FYI
Submitted by: Rommel Ruiz
Related Material: MarketingDirectors_Report_October2015.pdf

BACKGROUND:
FYI



MARKETING DIRECTOR'S REPORT

October 19th, 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 September 22nd through October 19th 2015.

- Content development for the HS website: In collaboration with Mr. Simonsen we are currently working on creating content for the High School's website. (In progress)
- MORCS / BCCS sites (text / content content revision)
- Online Enrollment Applications (Updates)
- Design for "The Truth About Charter Schools" campaign from CCSA.
- New branded display backgrounds for school desktops
- Email signature updates
- Outreach design / illustration for the HS
- Headshots for SFA coordinators

October 2015 - Current

- Developing an outreach event "Service Day" for Bert Corona Charter High School.
- Parent Handbook (Update)
- Schools' websites management
- Website / blog training for office staff at MORCS
- Designing BCHS Football team logo

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.

Coversheet

Director of School Culture and Climate's Report

Section: XI. Directors' Reports
Item: C. Director of School Culture and Climate's Report
Purpose: FYI
Submitted by: Mike Crase
Related Material: BCCS SCC Directors Report - Oct 2015.docx
Attendance Report F10 2015-2016.pdf



BCCS DIRECTOR'S REPORT

October 23, 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.

Student Culture and Climate:

Creating a positive learning environment is critical to the success of any school. This has been a focus for the Bert Corona Charter School community for the past several years. In creating this positive learning environment, we are continuously looking at how to decrease suspensions, increase attendance, increase student activities and increase student and staff morale. The following discipline and attendance data depicts this focus; additionally, the decrease in suspensions and increase in student attendance has had a positive impact on the schools academic growth.

Additionally, as part of creating a positive learning environment for the students, the leadership class, school administration and the school culture and climate committee continuously plans and organizes school events. Over the past few months, the school has held several assemblies, many of which included motivational speakers, and taken field trips to a SPARKS game, UCLA football game and an anti bullying awareness movie. We will be taking a 7th grade trip to UC Riverside on 10/29 and a trip to the California Science Center on 12/12. The Science Center field trip will be based on our November Reading Month and will award our top readers with the field trip. We will also be having our annual perfect attendance assembly on 11/2 which will reward a pie throwing assembly to the grade level with the highest attendance during the month of October.

Discipline Data:

2015-2016 Expulsions: 0 Incidents (as of 10/23/15)

2014-2015 Expulsions: 1 Incident

2013-2014 Expulsions: 0 Incidents

2012-2013 Expulsions: 0 Incidents

2011-2012 Expulsions: 2 Incidents

2010-2011 Expulsions: 7 Incidents

2015-2016 Suspensions: 0 Incidents (as of 10/23/15)

2014-2015 Suspensions: 3 Incidents

2013-2014 Suspensions: 2 Incidents

2012-2013 Suspensions: 4 Incidents

2011-2012 Suspensions: 45 Incidents

2010-2011 Suspensions: 82 Incidents

2015-2016 Suspension Days: 0 Days (as of 10/23/15)

2014-2015 Suspension Days: 17 Days

2013-2014 Suspension Days: 5 Days

Yvette King-Berg Executive Director **Ruben Dueñas** Chief Operations Officer

Diana Gámez Senior Director of Programs **Kevin Myers** Director of Academic Achievement

Vashon Nutt Director of Special Education **Charles Harvey** Director of Technology

Rommel Ruiz Brand Director

YPICS | YPI Charter Schools

9400 Remick Ave. Pacoima, CA 91331

Office: (818) 834.5805 / Fax: 818.834.8075

info@ypics.org / www.ypics.org

2012-2013 Suspension Days: 23 Days
 2011-2012 Suspension Days: 121 Days
 2010-2011 Suspension Days: 217 Days



Counseling/Social Skills Development:

As part of our ongoing push for improved school culture and climate, it is important that we remain proactive in helping students in crisis. Students come to Bert Corona Charter School from a variety of backgrounds and from very different living situations. Therefore, it is imperative that we as a school are proactive about supporting these students and putting the necessary supports in place to support them. During the 13-14 school year, Bert Corona Charter School implemented the social skills pilot program, which introduced students to a social skills development computer based program. Due to the success of this pilot program, Bert Corona Charter School fully integrated the Social Skills Department into the School Culture and Climate Department during the 14-15 school year. This new program currently includes one split campus Coordinator of School Skills Development and three part time college interns.

Additionally, students struggling with personal challenges are offered various in house counseling either from PUC counseling services, or from Our House Grief Counseling. Bert Corona Charter School also utilizes several outside counseling agencies included, but not limited to, GRYD, El Nido, Pacific Lodge Youth Services, Narconon and Phoenix House.

Staff Culture and Climate:

Maintaining a positive learning for our students also involves creating a positive work environment for the staff. Staff events for the 14-15 school year have included YPICS Dodger night, breakfast parties, shooting range, chili cook off, staff gotcha, YPICS paintball, turkey bowl, staff spelling bee, secret Santa gift exchange, hiking trips and employee appreciate day. Upcoming events for the 2015-2016 school year include, winter celebration, paintball, secret Santa gift exchange, Turkey Bowl, broom ball, Karaoke night, hiking trips, running events, movie nights, grading parties, breakfast potlucks, administrative professionals day, teacher appreciation day and spring POP day. All of these events are geared at creating a positive workplace environment where the staff can feel appreciated and valued. During the 15-16 school year, we have already had a bowling night, Dodgers night, chili cook-off and our annual staff GOTCHA game.

Facilities

Over the summer, the school had made significant improvements to the school grounds. Some of these improvements have included repairs to the skirting of the student restrooms and rooms 10, 11, 12 and 13, improved electrical wiring in room 15, landscaping improvements to the literacy garden, and additional lighting to the field and staff parking lot. These repairs are meant to create a safer and more positive learning environment for all students staff and parents.

Additionally, we are currently in the process of replacing the roofs on rooms 8, 9, 12, 13, 14 and 15, and seeking to replace all HVAC units in the coming months. The replacement of these HVAC units will be a part of the energy saving funds we have received, and will seek to cut back on the total cost of our electrical bill.

Yvette King-Berg Executive Director **Ruben Dueñas** Chief Operations Officer
Diana Gámez Senior Director of Programs **Kevin Myers** Director of Academic Achievement
Vashon Nutt Director of Special Education **Charles Harvey** Director of Technology
Rommel Ruiz Brand Director

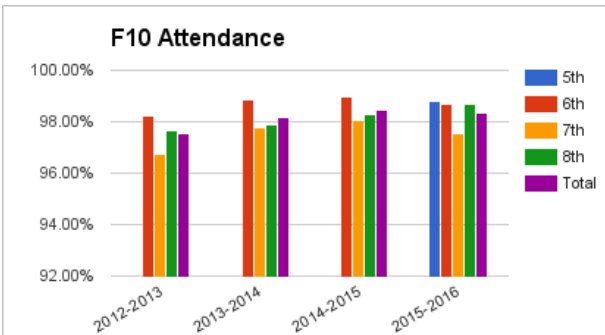
YPICS | YPI Charter Schools
 9400 Remick Ave. Pacoima, CA 91331
 Office: (818) 834.5805 / Fax: 818.834.8075

info@ypics.org / www.ypics.org

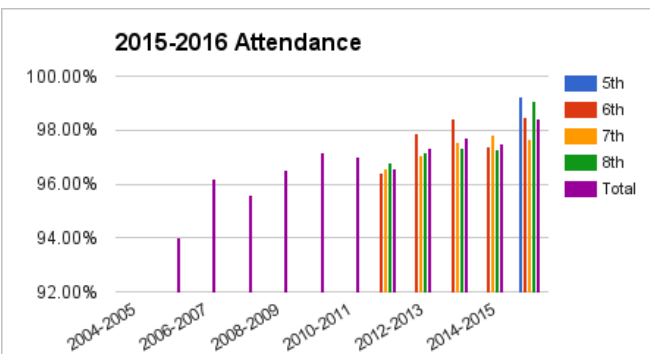
Attendance Percentages

2015-2016 Attendance Report

	F10				
	5th	6th	7th	8th	Total
2012-2013		98.24%	96.77%	97.67%	97.53%
2013-2014		98.88%	97.78%	97.90%	98.18%
2014-2015		99.00%	98.05%	98.27%	98.44%
2015-2016	98.81%	98.68%	97.56%	98.68%	98.32%



	2014-2015 Attendance				
	5th	6th	7th	8th	Total
2004-2005					
2005-2006					94.01%
2006-2007					96.18%
2007-2008					95.58%
2008-2009					96.49%
2009-2010					97.17%
2010-2011					96.98%
2011-2012		96.43%	96.56%	96.78%	96.58%
2012-2013		97.88%	97.06%	97.17%	97.36%
2013-2014		98.41%	97.54%	97.31%	97.74%
2014-2015		97.37%	97.80%	97.27%	97.48%
2015-2016	99.24%	98.45%	97.66%	99.07%	98.44%



During the F10 grading period, BCCS met it's goals for 5th, 6th and 8th grade, as well as surpassings it's schoolwide goal by .19%. Current enrollment is at 374 students, and we are in the process of filling the remaining spots with students on our wait list. 5th grade has an enrollment of 21, 6th grade has an enrollment of 114, 7th grade has an enrollment of 120, and 8th grade has an enrollment of 119. While we met our goal for the F10 period, it should be noted that we are down by .12% compared to the same time last year. Additionally, 7th grade continues to show challenges based on it's attendance. BCCS will be running its annual perfect attendance assembly in November (based on October attendance).

2015-2016 Tardy Report

	F05	F10	F15	F20	S05	S10	S15	S20	Semester 1	Semester 2	2014-2015
Attendance Population											
Tardies											
Days Counted											
Ave. Tardies per Day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
% of Student Population Tardy											#DIV/0!

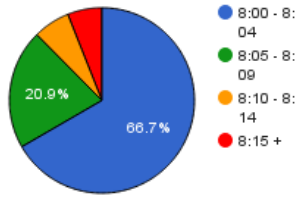
	F05	%	F10	%	F15	%	F20	%	S05	%	S10	%	S15	%	S20	%
8:00 - 8:04																
8:05 - 8:09																
8:10 - 8:14																
8:15 +																

14-15 F05 Tardies

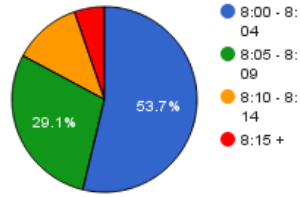
14-15 F10 Tardies

Attendance Percentages

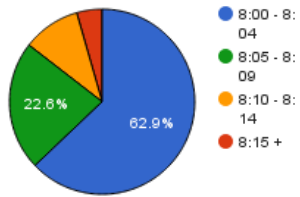
14-15 F15 Tardies



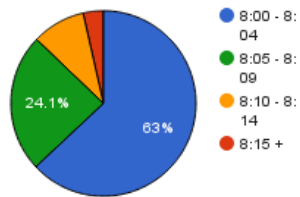
14-15 F20 Tardies



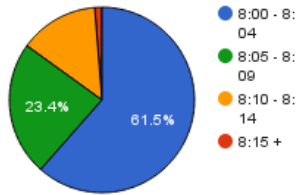
14-15 S05 Tardies



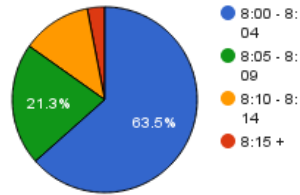
14-15 S10 Tardies



14-15 S15 Tardies



14-15 S20 Tardies



Coversheet

COO's October 2015 Report

Section: XII. Chief Operations Officer's Report
Item: A. COO's October 2015 Report
Purpose: FYI
Submitted by:
Related Material: Bert Corona Charter_SWPBIS TFI 2.1_Items_9-21-2015.pdf
Bert Corona Charter_SWPBIS TFI 2.1_Subscale_9-21-2015.pdf
Bert Corona Charter_SWPBIS TFI 2.1_SubSubscale_9-21-2015.pdf
COO report 10-26-15.docx

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Bert Corona Charter
Pacoima, California

School Year: 2015-16
Date Completed: 9/21/2015

Tier I: Universal SWPBIS Features

Teams	9/21/15
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1

Feature Total: 2 of 4

Implementation	9/21/15
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2
8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	2
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	1
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	2
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	2

9/21/2015 4:19:49 PM

1 of 4

Feature Total: 16 of 18

Evaluation	9/21/15
12. Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	1
13. Data-Based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	2
14. Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	1
15. Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	1
Feature Total: 5 of 8	

Tier II: Targeted SWPBIS Features

Teams	9/21/15
1. Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	0
2. Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	0
3. Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.	0
4. Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	0
Feature Total: 0 of 8	

Interventions	9/21/15
5. Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	0
6. Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	0
7. Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	0
8. Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	0
9. Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	0

Feature Total: 0 of 10

Evaluation	9/21/15
10. Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	0
11. Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	0
12. Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	0
13. Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	0
Feature Total: 0 of 8	

Tier III: Intensive SWPBIS Features

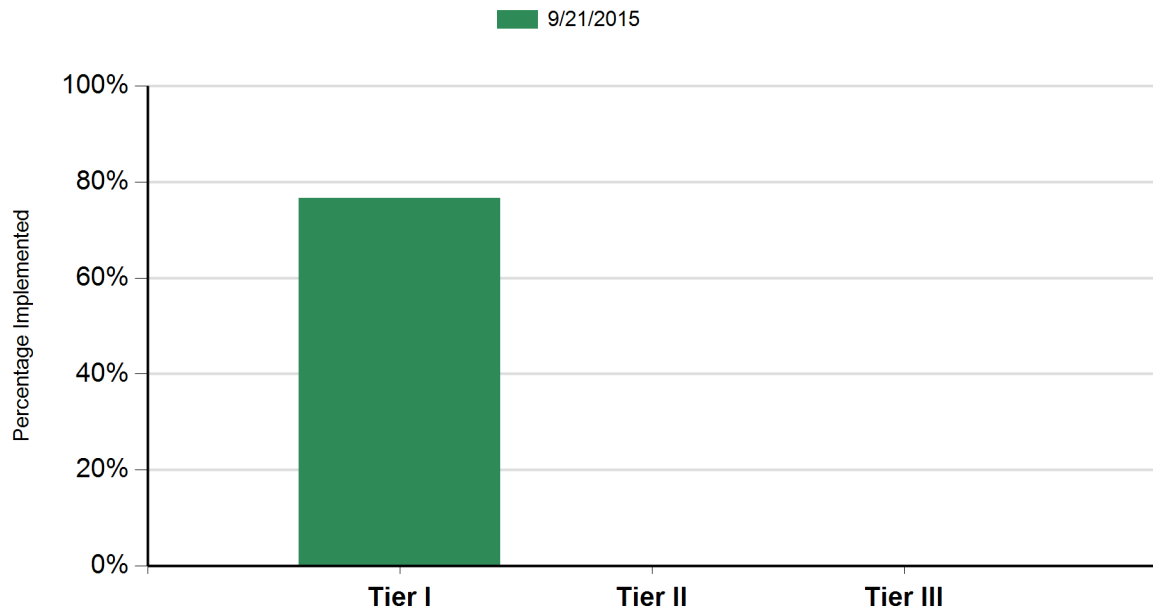
Teams	9/21/15
1. Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	0
2. Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	0
3. Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	0
4. Student Support Team: For each individual student support plan , a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	0
Feature Total: 0 of 8	

Resources	9/21/15
5. Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	0
6. Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	0
7. Professional Development A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	0
Feature Total: 0 of 6	

Support Plan	9/21/15
8. Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	0
9. Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	0
10. Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	0
11. Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	0
12. Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	0
13. Access to Tier I and Tier II Support: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	0
Feature Total: 0 of 12	
Evaluation	9/21/15
14. Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	0
15. Data-Based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	0
16. Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	0
17. Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	0
Feature Total: 0 of 8	

Bert Corona Charter
Pacoima, California

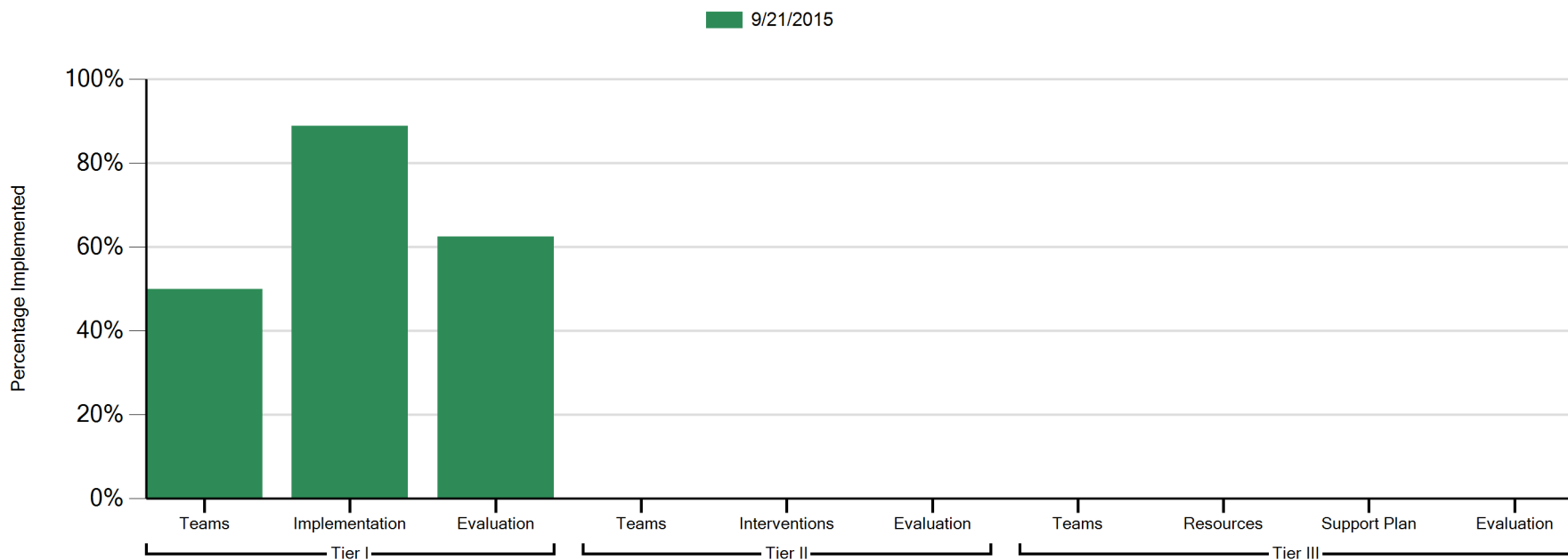
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Bert Corona Charter
9/21/2015



Date Completed	Tier I	Tier II	Tier III
9/21/2015	77%	0%	0%

Bert Corona Charter
Pacoima, California

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



Date Completed	Tier I			Tier II			Tier III			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
9/21/2015	50%	89%	62%	0%	0%	0%	0%	0%	0%	0%



CHIEF OPERATIONS OFFICER REPORT

October 26, 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.

Construction Projects

Central Office

The landlord is still waiting for permits from the City of Los Angeles.

Berendo Gym

No Update

MORCS

Office of Public School Construction

Additional bond authority has returned to the program. When the MORCS project is taken to the Board in December, the rehab project will be funded completely. We will receive an Unfunded Approval for \$962,010 (50% State grant /50% charter match through loan). The new construction project will also receive than previously stated. The new construction project qualifies for a total amount of \$14,681,246. At this point, we have enough bond authority to provide an Unfunded Approval for \$14,398,831. That means the new construction project is still short \$282,415.

We submitted a letter instructing the OPSC on how to reduce our funding shell so that it calculates to \$14,14,398,831. For clarification, by telling the OPSC how to reduce our award, it is just so OPSC knows how to calculate our shell now so it adds up to the amount of bond authority will have. It does not mean we cannot access the additional bond authority if/when it returns.

OPSC staff has stated that if more Bond Authority becomes available between now and end of October when the request needs to be submitted for the December SAB meeting, they would allocate additional funding to the project.

California School Finance Authority

Staff from the California School Finance Authority submitted the Charter School Facilities Program 2011 Lottery Funding Round Staff summary. Our corrections were accepted by staff. The report was submitted at the CSFA's October 23rd board meeting. The report stated the following:

Staff recommends that the California School Finance Authority (Authority) determine that Monseñor Oscar Romero Middle School (MORMS) is financially sound for purposes of the Charter School Facilities Program ("CSFP" or "Program") Final Apportionment. This recommendation is contingent upon MORMS having its CSFP payments intercepted at the state level, pursuant to Sections 17199.4 and 17078.57(a)(1)(A) of the Education Code. This determination as it relates to Final Apportionment is in place for six months and

assumes no financial, operational, or legal material findings within this time period. Staff recommends that the Authority notify the Office of Public School Construction (OPSC) and the State Allocation Board regarding this determination.

The report outlined the schools academic performance, enrollment and retention, financial performance, and board and executive staff experience.

School Climate and Culture (Climate Transformation Grant)

The seven schools in the grant have conducted school wide assessments of their PBIS programs. Schools have conducted a Tiered Fidelity Inventory Walkthrough and a Tiered Fidelity Inventory (TFI) focusing on Tier 1 Programs (Universal programs). The assessment will help site staff to develop and action plans that will support implementation. The TFI scores will also be used to monitor growth of the program as well.

TFI results for BCCS attached as a sample. A more detailed explanation of the results for both schools will be outlined at the next board meeting. In comparison to the other five schools in the grant, BCCS and MORCS have much more developed PBIS programs in place. YPICS school site staff should be commended for their efforts to create a positive climate and culture on their respective campuses.

Coversheet

Executive Director's Report

Section: XIII. Executive Director's Report
Item: A. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS Executive Director Report 10-26-15.docx



EXECUTIVE DIRECTOR'S REPORT

October 26, 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.

California Charter Schools Association:

USDE Announces Charter School Program Grantees, CA Loses Bid

The U.S. Department of Education (USDE) announced on September 28th that California was not successful in securing funding for the 2015 Public Charter School Grant Program (PCSGP), start up, implementation and dissemination grants. USDE received 27 eligible state applications and only the top 8 applications were selected for funding. California had requested approximately \$40 million for each of the next three years; this grant has been a critical source of start up funding for California charter schools for at least the last 20 years. This year's application process was particularly challenging because there were many more states applying, and states that had never received a grant received priority. In spite of the growth of eligible states – more than double - the pot of funds available was approximately \$100 million, and had not been increased for several years. This is not an entirely surprising outcome, and CCSA will proceed with its contingency planning, prioritizing advocacy toward creating state-based solutions and redoubling federal efforts to change the CSP program in a way that will better position California for the next round, including law changes that would support CCSA as the state applicant in future grant cycles and an increase in federal funding for the program.

Current Status for CA

CDE has already reached out to CCSA and reportedly has up to \$30 million in unused funds from the prior federal grant for which the USDE has provided a one-year extension to use up the funds. CDE plans to have an application ready very quickly to offer a new funding round to allocate these funds. Because of the limits on the extension, it is unclear whether they can offer this grant to new schools planning to open in 2016, but they appear willing to do whatever is allowable under the federal rules. CCSA agreed to work closely to get information out to schools and support any schools that will be eligible to submit quality grant applications. Under this scenario, it appears that CA will be fairly stable for 2015-16, but will need to explore options for 2016 and beyond.

On a related note, another casualty of the loss of federal funds is the loss of nearly \$2 million to CDE per year in federal funds to administer this grant program and support state policy. Technically, state-approved charters are funded by oversight fees; however, the loss of the federal revenues for administration will no doubt have an impact on the overall capacity of the CDE to support charter policy, which may include pre-approval reviews of charters, and any potential to expand the SBE/CDE's work on charter authorizing. CCSA believes they should factor this in crafting any authorizing proposals.

Next Steps

It may be three years until the USDE opens another funding round, and the program will continue to be highly competitive. Getting state funds to backfill this federal loss may be very difficult to achieve, and it would appear to be a top priority ask of the Governor this year. It may be necessary to offer a few options that would make the program more palatable to the legislature, such as using one-time funds, or enhancing the revolving loan as a stop-gap. CCSA will also need to redouble its efforts to make maximum impact with the philanthropic support they may be able to generate to ensure California's growth momentum continues unabated.

CCSA Launches the "Truth About Charters" Campaign

Overview

The public has never been more supportive of California's charter public schools based on growth in charter school enrollment, waiting list numbers, and polling data. Yet while charter schools enjoy strong support, there are vocal critics who perpetuate a number of myths. Through CCSA's series, the ***Truth About Charters***, CCSA hopes to clarify common misperceptions by providing responses based on fact and independent research.

Truth #1: Charter schools are public schools.

Charter schools are tuition free, public schools of choice open to any student. Choice is a powerful tool for parents seeking educational equity and equal access to quality education for their children.

Truth #2: Charter schools serve all students.

Charter schools are committed to serving a student body that reflects the local community. In fact, enrollment figures show that charter school students are just as diverse (racially and economically) as students who attend traditional district schools.

Truth #3: Charter schools serve English Language Learners.

A new report by the California Charter Schools Association (CCSA) finds that charter public schools are helping English Language ("EL") students do better in school.

Truth #4: Charter schools are exceeding academically.

Charter schools are delivering on the promise of a great public education, especially in underserved communities. Research shows that charter school students are learning more each year, and graduating ready for college at higher rates.

Truth #5: Thousands of parents are waiting for more charter schools.

More and more families are demanding the charter school option as they learn that charter school students are doing better in school. Yet there is still an overwhelming unmet need for quality school options as over 158,000 students are on charter school waiting lists in California.

State:***From School Services of California - Top Legislative Issues for 2015—Wrap Up***

Meeting his October 11, 2015, deadline, Governor Jerry Brown completed action on almost 1,000 bills for the 2015 legislative year, signing 808 and vetoing 133, or 14% of those that made it to his desk.

School Services of California has sorted the bills they have been following this year into those that were signed by Governor Brown and those that were vetoed. All bills vetoed by Governor Brown include a veto message, providing his rationale behind returning the bill to the Legislature without his signature. They are often an interesting read—and provide direction on how a bill can be more successful in a future legislative attempt.

Bills Signed by the Governor

Assembly Bill [\(AB\) 93](#) (Chapter 10/2015)—Budget Act of 2015. AB 93 is the Legislature’s version of the 2015-16 State Budget and contains spending line items for all aspects of the State Budget. It is adjusted by Senate Bill (SB) 97 (see below) and line-item vetoes (none of which affected the Proposition 98 budget).

[AB 104](#) (Chapter 13/2015)—Education Finance: Education Omnibus Trailer Bill. AB 104 is the K-12 education trailer bill, which includes details on the Adult Education Block Grant Program, the one-time discretionary dollars and educator effectiveness funds, the Career Technical Education Incentive Grant Program, and many other policy changes.

[AB 215](#) (Chapter 240/2015)—Local Agency Employment Contracts: Maximum Cash Settlement. 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 220](#) (Chapter 165/2015)—Pupil Instruction: Mathematics: Algebra. This bill replaces the 1997 mathematics standard with new standards reflective of the Common Core State Standards (CCSS) as the basis for satisfying high school graduation requirements. The bill specifically provides that a student complete a course of rigor equal to or better than Algebra I or Mathematics I aligned to the CCSS in order to be eligible to graduate. Recognizing that California is still transitioning to the new CCSS, AB 220 deems completion of an Algebra I course that meets the 1997 state standards to have met the mathematics graduation requirement.

[AB 288](#) (Chapter 618/2015)—Public Schools: College and Career Access Pathways Partnerships. This bill authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. The bill requires the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The bill authorizes high school pupils to enroll in up to 15 units if those units are required for these pupils’ partnership programs.

The bill prohibits a district from receiving a state allowance or apportionment for which the partnering district has been, or will be, paid an allowance or apportionment under a concurrent enrollment partnership agreement.

AB 304 (Chapter 67/2015)—Sick Leave: Accrual and Limitations. This bill amends provisions of the Healthy Workplaces, Healthy Families Act of 2014 (Act) related to eligibility. AB 304 contains clean-up language to the Act and, most notably, excludes retirees of public retirement systems that have returned to work without reinstatement from the accrual of sick leave.

AB 304 took effect immediately upon signature of Governor Brown as an urgency statute, as the main provisions of the Act are effective July 1, 2015.

AB 331 (Chapter 116/2015)—School District Governing Boards: Reduction of Membership. AB 331 authorizes a county committee on school district organization to decrease the membership of a school district’s governing board from five to three if the district’s average daily attendance (ADA) during the preceding year was less than 300.

AB 375 (Chapter 400/2015)—School Employees: Sick Leave: Paternity and Maternity Leave. This bill adds Education Code Section 44977.5 and provides 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 12 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 the act. While the bill does 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 379 (Statutes of 2015)—Foster Youth: Homeless Children or Youth: Complaint of Noncompliance: Exemption from Local Graduation Requirements. This bill makes complaints alleging violations of certain educational rights afforded to students in foster care and students who are homeless subject to the Uniform Complaint Procedures (UCP). If a local educational agency (LEA) finds merit in a complaint or the State Superintendent of Public Instruction (SSPI) finds merit in an appeal, the bill requires the LEA to provide a remedy to the affected pupil. The bill also requires information regarding the requirements of these provisions relating to educational and school placements of certain foster youth to be included in a specified annual notification, and provides for the application of graduation requirement exemptions, if applicable, to continue to apply if adequate notification is not provided.

AB 496 (Chapter 664/2015)—Pupil Nutrition: Fresh Drinking Water: Funding. This bill requires the California Department of Education (CDE) to consult with the State Water Resources Control Board to identify available sources of funding to fund school water quality and infrastructure, including funding from Proposition 1 (2014) and to post that information on its website.

If funds are received by the CDE, districts would be able to use those funds for water quality projects including water treatment, water facilities restructuring, water filling stations, and maintenance of water facilities.

AB 915 (Chapter 58/2015)—Public Education Employees: Industrial Accident or Illness Leaves of Absence: Travel Restriction. Existing law requires an employee receiving Workers’ Compensation benefits to remain within California during periods of injury or illness, unless the governing board authorizes travel outside the state. This bill removes the travel restriction on an employee receiving these benefits.

AB 963 (Statutes of 2015)—Teachers’ Retirement Law. The bill includes 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 allows members and specified retired members who have performed those activities to irrevocably elect to have that service subject to coverage under a different public retirement system and excluded from coverage by the DBP.

AB 1012 (Chapter 703/2015)—Pupil Instruction: Course Periods Without Educational Content. Beginning with the 2016-17 school year, AB 1012 prohibits school districts maintaining grades 9 through 12 from enrolling students in courses without educational content. The bill defines “courses without educational content” as follows:

- A student being sent home or released from campus before the official school day ends
- Service or instructional work experience, or other course, in which a student is assigned to assist a certificated employee but is not expected to complete curricular work, or in a course in which the certificated employee is teaching and where the teacher to student ratio is less than one-to-one
- A student is not assigned to any course for the relevant course period
- A student is assigned to take a course that he/she has previously taken and for which he/she received a grade that satisfies graduation requirements or requirements for admission into California’s postsecondary institutions

The prohibition in AB 1012 does not apply to alternative, community day, continuation high, and opportunity schools. Finally, the bill provides complaints to be filed through the UCP.

AB 1101 (Chapter 170/2015)—Pupil School Enrollment: Residency Requirements: Policy on Investigations. This bill requires, before investigating any pupil, the governing board of the school district to adopt a policy regarding an investigation to determine whether the pupil meets the residency requirements for school attendance in the school district. The bill requires the policy to identify the circumstances under which the school district may initiate an investigation, describe the investigatory methods that may be used, including whether the school district will be employing the services of a private investigator, and would prohibit the surreptitious photographing or video recording of pupils who are being investigated.

AB 1452 (Chapter 59/2015)—Certificated Employees: Personnel Files: Expungement: Egregious Misconduct. This bill prohibits school districts, county offices of education (COEs), and charter schools from directly expunging from an employee’s personnel file credible complaints of, substantiated investigations into, or discipline for egregious misconduct, unless documents containing allegations that have been the subject of a hearing before an arbitrator, school board, personnel commission, Commission on Professional Competence, or

administrative law judge, in which the employee prevailed, the allegations were determined to be false, not credible, or unsubstantiated, or a determination was made that the discipline was not warranted.

SB 78 (Chapter 19/2015)—Education Finance: Local Control Funding Formula. SB 78 is the Local Control Funding Formula (LCFF) clean-up bill, which repeals many outdated categorical program sections of the Education Code and extends the district budget review process timeline by one month.

SB 97 (Chapter 11/2015)—Budget Act of 2015. SB 97 amends Assembly Bill 93, the Legislature’s version of the 2015-16 State Budget, and reflects the final agreement between the Legislature and Governor Brown. SB 97 removes the Home-to-School Transportation increase and After School Education and Safety Program (ASES) increase proposed by the Legislature, among other changes.

SB 103 (Chapter 324/2015)—Education Finance. SB 103 significantly changes the calculation of Educator Effectiveness funds from a per certificated staff head count to one based on full-time equivalent certificated staff reported by LEAs in the California Longitudinal Pupil Achievement Data Systems.

SB 148 (Chapter 448/2015)—School Districts: Reorganization: Local Control Funding Formula. SB 148 enacts 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 (Chapter 572/2015)—Pupil Testing: High School Exit Examination: Suspension. SB 172 suspends the California High School Exit Examination (CAHSEE) through the 2017-18 school year as a high school graduation requirement. Furthermore, the bill requires school districts, COEs, charter schools, and state special schools to grant diplomas to students, who did not successfully pass the CAHSEE, but completed all coursework necessary for graduation in 2003-04 school year and subsequent school years. Finally, the bill requires the SSPI to convene a work group to develop recommendations for an alternative to the CAHSEE.

SB 200 (Chapter 174/2015)—Pupils: School District Residency Requirements. This bill clarifies that a pupil complies with a school district’s residency requirements in instances where the pupil’s parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of three days during the school week.

SB 222 (Chapter 78/2015)—Local Agencies: School Bonds: General Obligation Bonds: Statutory Lien. SB 222 requires all local general obligation (GO) bonds issued and sold on behalf of a local agency, including school districts, to be secured by a statutory lien on all revenues received through the levy and collection of taxes. SB 222 may prove to benefit school districts’ credit ratings as ratings agencies view GO bond debt as secure against default. Improved credit ratings can, of course, reduce the cost of borrowing.

SB 277 (Chapter 35/2015)—Public Health: Vaccinations. This bill eliminates the ability of parents or guardians to exempt their children from receiving immunizations based on “personal belief.” SB 277 provides an exemption for students of home-based private schools or a pupil who is enrolled in an independent study program and does not receive classroom-based instruction. Under current law, students may be admitted to school without immunizations due

to medical reasons; this exemption remains in law. The bill allows pupils who, prior to January 1, 2016, have a personal belief exemption, to be enrolled until the pupil enrolls in the next grade span that requires immunizations (at kindergarten and at grade 7).

SB 359 (Chapter 508/2015)—California Mathematics Placement Act of 2015. SB 359 requires, before the commencement of the 2016-17 school year, the governing boards of school districts, COEs, charter schools, and state special schools with students entering into grade 9 to adopt math placement policies that:

- Systematically consider multiple objective academic measures—including, but not limited to, interim and summative assessments, placement tests, and classroom assignments
- Include at least one placement checkpoint within the first month of the school year to ensure that students are appropriately placed
- Require annual examination of aggregate placement data to ensure that student progressions do not indicate disproportionate treatment based on race, ethnicity, gender, or socioeconomic status, and require LEAs to provide the aggregate results to their governing boards and post them on their websites
- Offer clear and timely recourse for students and his/her parents who question placement
- For non-unified school districts, offer consistency in math placement policies between elementary and high school districts

The math placement policy must be adopted at a public and regularly scheduled board meeting and shall be posted on the LEA's website.

SB 445 (Chapter 289/2015)—Pupil Instruction and Services: Homeless Children: Foster Children. SB 445 provides students who are homeless the right to remain in their schools of origin and the right to immediate enrollment. Among other provisions, it requires 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 597 (Chapter 421/2015)—Pupil Attendance: Interdistrict Transfers. Current law, which authorizes the governing board of a school district to accept interdistrict transfers of pupils according to board adopted policies that conform to specific statutory requirements relating to priority for enrollment, rules governing transfer applications, and average daily attendance credit will become inoperative on July 1, 2016. This bill extends those provisions for one additional year, making the program inoperative on July 1, 2017, and repealing the provisions effective

January 1, 2018. The bill requires that a comprehensive evaluation of the program be completed by January 31, 2016.

SB 725 (Chapter 225/2015)—Pupil Testing: High School Exit Examination: Exemption. SB 725 eliminates the 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.

Vetoed by the Governor

AB 47 (McCarty, D-Sacramento)—State Preschool Program. This bill would have required, on or before June 30, 2018, all eligible children, who would not otherwise be served by

transitional kindergarten, to have access to the state preschool program the year before they enter kindergarten, if their parents wish to enroll them, contingent upon the appropriation of sufficient funding in the annual Budget Act for this purpose.

In part, the Governor's veto message states:

Last year's education omnibus trailer bill already codified the intent to make preschool and other full-day, full year early education and care opportunities available to all low-income children. The discussion on expanding state preschool, which takes into account rates paid to providers as well as access and availability for families, should be considered in the budget process, as it is every year. A bill that sets an arbitrary deadline, contingent on a sufficient appropriation, is unnecessary.

AB 141 (Bonilla, D-Concord)—Teacher Credentialing: Beginning Teacher Induction Programs. This bill would have prohibited an LEA from charging a beginning teacher to participate in an alternative program of beginning teacher induction program that it provides and would prohibit a school district from charging a fee to a beginning teacher to participate in an alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university, in cooperation with one or more local school districts.

In part, the Governor's veto message states:

The vast majority of local educational agencies provide induction and support to beginning teachers free of charge. I commend these entities for recognizing the importance of supporting and retaining new teachers. In addition to funding allocated through the Local Control Funding Formula, the state has provided \$490 million in this year's budget to promote educator quality over the next three years. Part of this funding should be used to support new teachers. Creating a new mandate, however, is not the answer.

AB 676 (Calderon, D-Whittier)—Employment: Discrimination: Status as Unemployed. This bill would have prohibited an employer from publishing an advertisement or announcement for a job that includes a provision stating or indicating that an unemployed person is not eligible or asking an applicant to disclose the applicant's employment status until the employer has determined that he/she meets the minimum employment qualifications for the position.

In part, the Governor's veto message states:

This bill is substantially similar to the bill I vetoed last year. Nothing has changed. I still believe that the author's approach does not provide a proper or even effective path to get unemployed people back to work.

SB 320 (Lara, D-Bell Gardens)—Pupil Fees: Complaint of Noncompliance: Appeal Procedures. This bill would have prohibited 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. The bill would have authorized locally resolved complaints to be appealed to the SSPI and establishes procedures governing the resolution of appeals.

In part, the Governor's veto message states:

Creating unique timelines for certain types of complaints makes the 'Uniform Complaint Procedures' decidedly less uniform. I do not think we should pursue such a piecemeal approach.

District:

Zimmer, charter group CEO square off over charter plan (LA School Report – September 28, 2015)

LA Unified School Board President **Steve Zimmer** kept up his attack against the Broad Foundation charter schools expansion plan, appearing on KNBC's "News Conference" yesterday and calling the plan a "perversion of what the charter movement was supposed to be."

"The reason why I'm concerned is because this is really a business plan that doesn't address all students," Zimmer said. "It's a some-student strategy not an all-student strategy and the problem is, is that when you take that many students away from the school district, necessarily you are injuring the students left behind, they become collateral damage of this plan."

Zimmer was asked whether the district is concerned about control of the money that is allocated per student. "On the assumption that it's exactly and precisely the same students then that would make sense," Zimmer answered. "But we know it's not the same students, we know that the students by and large that go to charter schools are not the students that have the most needs."

Following Zimmer, the acting CEO of the California Charter Schools Association, **Myrna Castrejon**, disputed Zimmer's characterization of the plan, saying, "I'm not sure where Mr. Zimmer is getting his facts. Charter schools enroll 2 percent more ELL (English Language Learners) than traditional public schools in Los Angeles. With Special Ed we are dead even with traditional public schools."

She added, "I think really it is about protecting the institution." She said the Local Control and Accountability Plan now allows the money to go where the students go and added, "If they want to go to charter schools, they are welcome."

Zimmer said, "The biggest problem I have with the plan is that it talks about market share, it talks about our kids as market share. It's a business strategy for a social and public sector problem."

He added, "It's really a perversion of what the charter movement was supposed to be. The charters were supposed to be innovators for change. And once they were able to break through, which some charters have, the change was supposed to spread throughout the system. This is a plan to bring the entire system down, and there will be a lot of damage in that system. Not just to the entire system, but to real kids in real time."

Castrejon cited statistics showing that low income minority students have three or four times a better chance of going to college if they attend a charter school. She also said the Broad plan is "a wonderful, wonderful gesture."

Affordable Care Act

The Affordable Care Act (ACA) imposes significant information reporting responsibilities on employers starting with the 2015 calendar year. The IRS has issued the 2015 forms and instructions that will be used to comply with these reporting requirements. A review of the “Actions Required” and the repercussions for not filing information in a timely manner reflect the extent of the work necessary to comply and the significant monetary penalties that may be incurred.

Information Returns

The new information reporting system is similar to the current Form W-2 reporting system in that an information return (Form 1095-B or 1095-C) must be prepared for each applicable employee, and these returns will be filed with the IRS using a single transmittal form (Form 1094-B or 1094-C). Electronic filing is required if the employer files at least 250 returns. Employers must file these returns annually by Feb. 28 (March 31 if filed electronically). Therefore, employers will be filing these forms for the 2015 calendar year by Feb. 28 or March 31, 2016. A copy of the Form 1095, or a substitute statement, must be given to the employee by Jan. 31 and can be provided electronically with the employee’s consent. Employers will be subject to penalties of up to \$500 per return for failing to timely file the returns or furnish statements to employees.

The filing requirements are based on an employer’s health plan and number of employees. Form 1095-B (Health Coverage) and Form 1094-B (Transmittal of Health Coverage Information Returns) will be filed by insurance companies to report individuals covered by insured employer-sponsored group health plans. Small employers with self-insured health plans will also use Form 1095-B and Form 1094-B to report the name, address and Social Security number (or date of birth) of employees and their family members who have coverage under the self-insured plan. Employees who are offered coverage, but decline the coverage, are not reported.

Form 1095-C (Employer-Provided Health Insurance Offer and Coverage) and Form 1094 will be filed by applicable large employers. These forms will be required if the employer offers an insured or self-insured health plan, or does not offer any group health plan.

Applicable large employers are those that had, on average, at least 50 full-time employees (including full-time equivalent employees) during the preceding calendar year. Full-time employees are those who work, on average, at least 30 hours per week.

Small employers with fewer than 50 full-time employees (including equivalents) will be required to file Forms 1095-C and 1094-C if they are members of a controlled or affiliated service group that collectively has at least 50 full-time employees (including

equivalents). Companies could be in a controlled or affiliated service group if they have common owners, provide services for each other or work together to provide services to third parties.

Use of Information

The IRS will use the information submitted on the forms to determine whether employees are subject to the new shared responsibility penalty for not having health coverage or are eligible for premium tax credits on insurance purchased through the health insurance marketplace. The information will also allow the IRS to determine if an employer is liable for a shared responsibility penalty.

The employer shared responsibility penalty can be imposed on any applicable large employer group member that does not offer affordable, minimum value health coverage to all of its full-time employees. Health coverage is affordable if the amount that the employer charges an employee for self-only coverage does not exceed 9.5 percent of the employee's Form W-2 wages, rate of pay, or the federal poverty level for the year. A health plan provides minimum value if the plan is designed to pay at least 60 percent of the total cost of medical services for a standard population. In the case of a controlled or affiliated service group, the penalties apply to each member of the group individually.

Form 1095-C and Form 1094-C

Applicable large employer group members must prepare a Form 1095-C for each full-time employee regardless of whether the employee is participating in an employer-sponsored group health plan. In addition, the employer will complete a Form 1095-C for each non-full-time employee who is enrolled in the employer's self-insured health plan. The employer will not prepare Form 1095-C for non-full-time employees who are not enrolled in the plan.

Form 1095-C will report the following information to the IRS:

- The employee's name, address and Social Security number
- The employer's name, address and employer identification number
- Whether the employee and family members were offered health coverage each month that met the minimum value standard
- The employee's share of the monthly premium for the lowest-cost minimum value health coverage offered
- Whether the employee was a full-time employee each month
- The affordability safe harbor applicable for the employee
- Whether the employee was enrolled in the health plan
- If a Social Security number is unavailable of each employee and family member covered by the plan by month

An applicable large employer group member will file Form 1094-C to transmit its Forms 1095-C to the IRS. The Form 1094-C will report the following information:

- The employer's name, address, employer identification number and contact person
- The total number of Forms 1095-C filed

- A certification by month as to whether the employer offered its full-time employees (and their dependents) the opportunity to enroll in minimum essential health coverage
- The number of full-time employees for each month of the calendar year
- The total number of employees for each month
- Whether special rules or transition relief applies to the employer
- The names and employer identification numbers of other employers that are in a controlled group or affiliated service group with the employer

Members of an applicable large employer group that has fewer than 100 full-time employees (including equivalents) are generally eligible for transition relief from the employer shared responsibility penalty for their 2015 plan year. Nonetheless, these employers are required to file Forms 1095-C and 1094-C for the 2015 calendar year.

As noted above, each applicable large employer group member is required to file Forms 1095-C and 1094-C for its own employees, even if it participates in a health plan with other employers (e.g., when the parent company sponsors a plan in which all subsidiaries participate). Special rules apply to governmental entities and to multi-employer plans for collectively-bargained employees.

Action Required

In light of the complexity of the new information reporting requirements, employers should take the following actions:

- Learn about the new information reporting requirements by reading IRS Publication 5196 and Questions and Answers about Information Reporting by Employers on Form 1094-C and Form 1095-C.
- Review ownership structures of related companies and perform a controlled/affiliated service group analysis to determine applicable large employer group members
- Discuss the reporting requirements with the health plan's insurer or third-party administrator and the company's payroll vendor to identify the parties responsible for data collection and form preparation
- Review the instructions for Forms 1094-C and 1095-C and, if applicable, the instructions for Forms 1094-B and 1095-B, along with the forms
- Develop procedures for determining and documenting each employee's full-time or non- full-time status by month
- Develop procedures to collect information about offers of health coverage and health plan enrollment by month
- Ensure that systems are in place during 2015 to collect the needed data for the form

YPICS:

Charter Operated Programs- Options 3

YPICS is leading the way in ensuring that students with special needs have access and equity in school. When YPICS first became a member of the Charter Operated Programs in 2010, the schools' average number of students served with disabilities was 8%. Today that number has

increased to 16% and each year the schools continue to increase the number of students served with disabilities on each campus.

Additionally, YPICS Leadership grows expertise and has impact on charter, traditional, pilot, and partnership schools. Vashon Nutt, YPICS Special Education Director, has served on the Charter Operated Programs (COP) Summer Institute Planning Committee for since the inception of COP3 in 2010. He is highly valued by the COP3 Leadership Team and is often called upon to provide training for both charter and traditional schools throughout the year to build capacity for emerging charter school and traditional schools Special Education Leaders. He is a consistent Special Education Trainer for the LAUSD “Learning Zone.” Mr. Nutt is an active member of the COP Coordinating Council.

Executive Director King-Berg was re-elected to serve on the COP3 Executive Council as a voting member for another two-year. The appointment was announced at the last Executive Council Meeting held on October 16, 2015.

In The Spotlight Light By Jacqueline Mora

COP3 October 2015 Newsletter

In conjunction with the Youth Policy Institute (YPI) and Los Angeles Promise Neighborhood, seven local LA educational schools have come together to form the Positive Behavior Intervention and Support-Promise Coalition (PBIS-PC). This coalition has been made possible through a School Climate Transformation Grant (SCTG) which is a Federal initiative funded by the Department of Education to YPI Charter Schools (Local Educational Agency) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. The SCTG program is one of several Federal programs designed to work together to help make schools safer, and improve mental health services, for students and young adults. The outcomes of the SCTG include increased Average Daily Attendance (ADA), a reduction in Office Disciplinary Referrals (ODR), and a reduction in suspensions and expulsions.

The PBIS-PC includes administrative staff from the Youth Policy Institute (YPI) and Los Angeles Promise Neighborhood as well as the following partnering schools:

- Academic Performance Excellence (APEZ) Academy Charter School
- Bert Corona Charter School
- Los Angeles Academy of Arts and Enterprise (LAAAE) Charter School
- Maclay Academy of Social Justice
- Monseñor Oscar Romero Charter School (MORCS)
- San Fernando Institute for Applied Media (SFiam)
- Sylmar Biotech Health Academy

SEP

Ruben Duenas, YPI Charter Schools Chief Operating Officer, is serving as the Executive

Leader of the PBIS-PC and will provide direction and guidance to the PBIS-PC Leadership Team, which is comprised of administrative representation from each of the above mentioned schools, the Coordinator of the coalition Sergio J. Morales and LAUSD-COP3 representative Jacqueline Mora. A few of the objectives that the PBIS-PC Leadership Team will be working on:

1. Collection and analysis of data across PBIS-PC schools in an effort to develop next steps for the group as a whole and to support individual schools with individual next steps based on where they are with PBIS practices.
2. Development of a uniform ODR form and problem behavior terminology (with delineation between 'minor and major' in-fractions) to be able to look at data across PBIS-PC schools.
3. Support to PBIS-PC school with implementation of effective innovations related to Average Daily Attendance (ADA), reduction of Office Disciplinary Referrals (ODR), and reduction in suspensions and expulsions.

A few of the objectives that PBIS-PC schools will be working on:

1. Implementation of Ripple Effect as part of the primary prevention and positive behavior promotion framework, targeting all 1,815 students at the above mentioned schools.
2. School Social Workers (SSW) will complete Ripple Effects Trainer Training, and will train all teachers and relevant school staff to provide primary, secondary, and tertiary interventions.
3. SSWs and teachers/staff will use Ripple Effects as secondary prevention framework targeting at-risk individuals or groups of students.
4. SSWs will provide tertiary intervention using Ripple Effects to students with disciplinary referrals and individual mental health counseling to students in need.
5. SSWs will survey teachers and school staff for additional training needs and provide professional development as needed.

Although the grant will fund these efforts for 5 year, the expectation is that through the work of the PBIS-PC Leadership Team and the seven schools, the supports put in place will be internalized practices benefiting all students for many years to come.