

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: BPA Charter School (State Board of Education Sponsored Charter School) Annual Report

Date: January 24-25, 2013

Staff/Office: Susan Inman, Margaret Bates/Educational Improvement and Innovation; Cliff Monroe/BPA Charter School

Action Requested: Informational Only Adoption Later Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD: Presentation of the BPA Charter School 2011-12 Annual Report.

BACKGROUND:

BPA Charter School currently serves about 130 students, grades K-5, using the Microsociety model. Students are putting their morning's core content instruction to work through the BPA Microsociety in the afternoon, engaging in the process of developing a unique society with government, business, and public services decided and implemented by the students.

This is BPA's first annual report.

POLICY QUESTIONS:

NA

STAFF RECOMMENDATION:

NA

Attachment – BPA Charter School 2011-12 Annual Report

2011-12 Bennett Pearson Academy State Charter School Annual Report

Contents

1	Overview	3
1.1	Mission Statement	3
1.2	Vision.....	3
1.3	History	3
1.4	Administrator’s Introduction	4
2	General Information	6
2.1	School Calendar	6
2.2	Student Schedule	7
2.3	Student Demographics.....	7
3	Personnel	8
3.1	Employees and Qualifications.....	8
3.1.1	Administrator	8
3.1.2	Teaching Staff.....	8
3.2	Recruitment Plan	8
3.3	Hiring Procedure	8
3.4	Organizational chart.....	9
3.5	Professional Development.....	9
3.6	Employee Handbook.....	9
4	Board of Directors.....	10
4.1	Members – Position and Term.....	10
4.2	Minutes for 2011-12 Meetings	10
4.3	Policies	10
4.4	Organizational Chart	10
4.5	Professional Development.....	10
5	Curriculum.....	12
5.1	Overview	12
5.2	Evaluation of Curriculum Impact	12
5.3	SPED – Number of Students Served/Identified.....	13
5.4	ELL – Number of Students Served/Identified	13

2011-12 Bennett Pearson Academy State Charter School Annual Report

6	Student Achievement	14
6.1	State Assessment Scores – Implementation /Testing Calendar	14
6.2	National Assessment Scores	14
6.3	Local Assessment Scores.....	14
6.4	Assessment Results Analysis	14
6.5	Student Handbook	14
7	Survey.....	15
7.1	Parent/Staff/Students.....	15
7.2	Analysis/Plan of Action	15
8	School Improvement.....	15
8.1	Goals/Focus.....	15
8.2	Plan.....	15
8.3	Evaluation of Prior Year’s Improvement Plan	16
9	Parent/Community Engagement	17
9.1	Parent Club.....	17
9.2	Evaluation of Prior Year’s Activities	17
9.3	Parent Handbook	18
9.4	Community/Business Partners.....	18
10	Facilities.....	18
10.1	Details/Overview.....	18
11	Financial Management.....	19
11.1	Checks and Balances	19
11.2	Organization Chart/Flow of Money In/Out.....	20
11.3	Audit.....	20
12	Local School District	21
12.1	Connections/Contacts.....	21
12.2	Federal Funds.....	21
12.3	Contracts.....	22
12.3.1	Special Education	22

2011-12 Bennett Pearson Academy State Charter School Annual Report

1 Overview

1.1 Mission Statement

"Bennett Pearson Academy (BPA) is a miniature replica of the global society, bringing real-life experiences into the classroom. Hands-on activities, student-initiated ventures, and traditional coursework, combine to encourage student investment in the learning process, engage diverse needs, and ensure high academic standards"

1.2 Vision

BPA strives to become a school where each classroom supports and enhances the learning process using the MicroSociety model. Student involvement is encouraged and collaboration is supported. The learning style of each student is considered and all students are welcomed and respected. Staff and students want to be at school.

MicroSociety lessons incorporate the Common Core Standards and reinforce teaching at all levels at BPA. Strategies to address different learning styles and higher levels of learning are incorporated across the curriculum. Learning is real and challenging using many disciplines and is seen as meaningful to students and teachers. Common Core Standards will be communicated to the students in kid friendly language and students will be able to personalize the standards. Learning opportunities will be differentiated to meet student needs and incorporate best practices.

BPA classrooms will have high expectations for behavior and academics, reinforced by positive reinforcement strategies. Students will be given voice and choice and will be active participants in their education. All members of the BPA community will act responsibly and treat each other with respect. Families, staff, and students will take an active role in building a positive and vibrant learning community.

1.3 History

In 2002, Cathe Pearson and Cherie Bennett joined a small group of community members interested in opening a charter school in Salem, Oregon. The two teachers, however, soon found that the goals and philosophy of the group did not align with their belief that children learn best when actively engaged in the learning process, and chose to pursue the project on their own. Concerned that growing class sizes and focus on test scores were resulting in overwhelmed teachers, stressed students and disgruntled parents, they envisioned a small school with capped classes to allow teachers to provide more individualized attention, hands-on lessons that fostered student interest in learning and a welcoming environment that encouraged parent and community participation. They recruited like-minded board members and with these goals in mind, set out to find curricula that would support these values and began the research required to develop a grant proposal. Through these efforts, they discovered the MicroSociety (MSI) program.

The MSI program incorporates all aspects of a traditional core-subject curriculum and allows students to apply the knowledge they gain in the classroom as they create and sustain a

2011-12 Bennett Pearson Academy State Charter School Annual Report

functioning society within school walls. Impressed with the concept and supporting research from other MSI schools, they used the curriculum as the basis of the application for a Charter School Incentive Grant. BPA was awarded this grant to pursue a K-5 charter school in 2004.

For several years, BPA founders wrote and submitted charter proposal applications to the Salem-Keizer School District with no success. In 2007, at the end of the time allowed for the grant, the founders reapplied for the Charter School Incentive Grant and were again awarded funds to pursue the program. After a few more rounds with Salem-Keizer, another denial and mediation, the Board of Directors decided to seek sponsorship by the State of Oregon.

After a thorough review, question and answer sessions, and several months of waiting, the Oregon State Board of Education adopted BPA as their newest state-sponsored charter school in April of 2011. A flurry of activity ensued, as the Board searched for a building, purchased supplies and materials, hired teachers and staff, and advertised for prospective students. We opened our doors on September 7, 2011, as one of four state-sponsored schools and the first MicroSociety school in Oregon.

Our first year was eventful. The students studied various government structures before choosing a democratic system modeled after our state, electing a governor and members of the legislature, writing a constitution and voting on laws. Peacekeepers mediated disagreements and wrote tickets, while offenders were given the option of hiring student lawyers to contest them in court. Student entrepreneurs developed business plans, hired workers, created products to sell on market days and managed the operations of their businesses. They participated in CAFÉ and Daily Five, and studied math, social studies and science. They visited the pumpkin patch, sang holiday songs at the Capitol Rotunda, learned about butterflies at Wings of Wonder, toured the Capitol Building and the first graduating class even saw their life stories printed and professionally bound.

Parents volunteered hundreds of hours doing everything from helping in the classroom to cleaning bathrooms. They formed a successful parent club that organized numerous parties, book fairs and fundraisers, bringing several thousand dollars into the school in a matter of months.

It wasn't all smooth sailing. We opened the first day with mismatched folding chairs due to delivery issues, the toilets gave us grief, the copier broke at least once a week and we saw our share of drama. But the parents, students and community rallied to support the school and we are excited to build on our successes as we move forward into our second year.

1.4 Administrator's Introduction

BPA Charter School has experienced many growing pains during the initial year of operation. We have seen many changes within the administration and the school board, but the work of our teachers within the classroom has remained consistent.

A stable board is now seated and almost all of our teaching staff has returned for a second year. These people along with our large contingent of volunteers are insuring that our school is

2011-12 Bennett Pearson Academy State Charter School Annual Report

successful. Our MicroSociety curriculum creates an excitement for learning at BPA where students find relevance in their education.

Here at BPA we look ahead to many more years of success in preparing the young people who come through our doors for productive and dynamic lives in our community and the world.

Cliff Monroe

Administrator, BPA Charter School

2011-12 Bennett Pearson Academy State Charter School Annual Report

2 General Information

2.1 School Calendar

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						18

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						15

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					12

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						18

FEBRUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						18

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						14

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						7

Legend:

- 9/3/12 - Labor Day
- 9/4/12 - Teacher In-Service Day
- 9/5/12 - First Day of School for 1st-5th Grade
- 9/11/12 First day of school for kindergarten
- 10/12/12 - Teacher In-service Day - **No School**
- 11/2/12 - Report Card Writing Day - **No School**
- 11/12/12 - Veteran's Day - **No School**
- 11/15-11/16 - Evening Parent/Teacher Conferences - **Regular School Days**
- 11/19 - Parent/Teacher Conferences - **No School**
- 11/20-23/12- Thanksgiving Break - **No School**
- 12/19-21/12 - Furlough Day - **No School**
- 12/24/12-1/4/13 - Winter Break- **No School**

- 1/21/13 - Martin Luther King Holiday - **No School**
- 2/1/13 - Teacher In-Service Day - **No School**
- 2/18/13 - Furlough Day - **No School**
- 3/8/13 - Grading Day - **No School**
- 3/20/13 - Evening Parent/Teacher Conferences – **Regular School Day**
- 3/21/13 - Parent/Teacher Conferences - **No School**
- 3/22/13 - **No School**
- 3/25-29/13 - Spring Break - **No School**
- 4/1/13 - Teacher In-Service Day - **No School**
- 5/3/13 - Teacher In-Service Day - **No School**
- 5/27/13 - Memorial Day - **No School**
- 6/11/13 - Last Day of School**
- 6/12/13 - Grading Day

2011-12 Bennett Pearson Academy State Charter School Annual Report

2.2 Student Schedule

Time	Subject/Activity
8:45-9:00	Opening/Pledge of Allegiance
9:00-10:00	Reading/Language Arts
10:00-10:10	Snack/Free Time
10:10-11:00	Writing
11:00-11:50	Lunch & Recess
11:50-12:50	Math
12:50-1:20	Science/Social Studies/Social Skills**
1:20-2:00	Read Aloud/Art**
2:00-2:50	MicroSociety
2:50-3:00	Cleanup/Closure

**P.E. twice weekly 12:50-2:00

2.3 Student Demographics

Grade	Hispanic/ Latino?*	Asian	African American	American Indian	Pacific/ Hawaiian Islander	White	Two or More Races	Totals
KG	1	2	1	0	1	18	2	24
1	6	2	0	0	0	22	0	24
2	5	0	3	0	0	22	2	27
3	3	1	3	0	1	12	2	19
4	5	0	0	2	1	11	0	14
5	3	0	0	1	1	15	0	17
Totals	22	5	7	3	4	106	6	125

** Not included in race totals

3 Personnel

3.1 Employees and Qualifications

3.1.1 Administrator

Teresa Campbell

Continuing Counselor's License (PreK-8)

To serve as counselor at grades pre-kindergarten through 8.

Initial Administrator's License (PreK-12)

Valid for all school administration at grades pre-kindergarten through 12.

3.1.2 Teaching Staff

Breanna Davis

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Tristan Ringhofer

Initial II License - ECE & ELE with ESOL endorsement, Highly Qualified

Nicolette Charland

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Christopher Duke

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Sunshine Anstine

Initial II License - ECE & ELE with ESOL endorsement, Highly Qualified

Jason Kline

Initial I License - ELE & ML with Language Arts & ESOL endorsement, Highly Qualified

3.2 Recruitment Plan

The charter school administrator shall use the following resources for recruitment of new staff:

- Local college placement offices
- EddZapp online employment system used by school districts and other educational entities
- Other online resources and social media sites, including Facebook, Craigslist, Monster.com, etc.

3.3 Hiring Procedure

All staff shall be hired by the charter school Board upon recommendation of the charter school administrator.

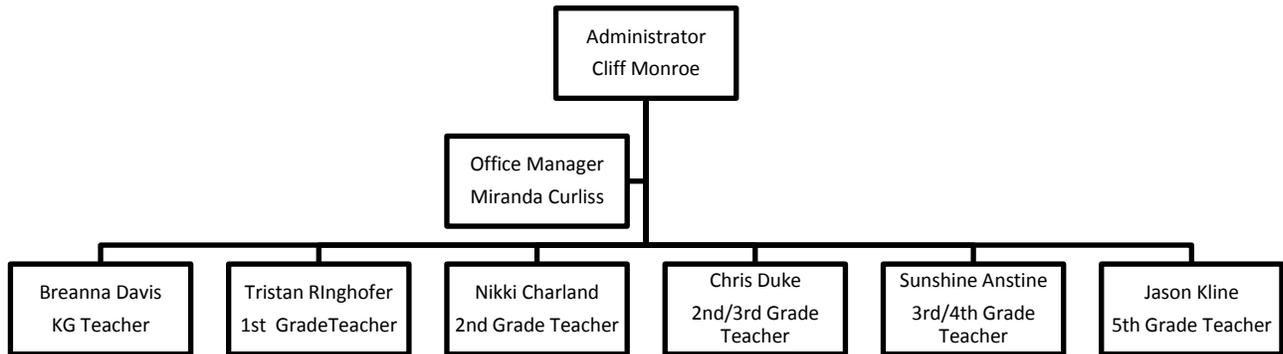
The charter school administrator shall ensure that each person recommended for employment meets all the requirements of the position and when appropriate holds the proper licensure for the position.

Legal Reference(s):

ORS 338.115(2)

2011-12 Bennett Pearson Academy State Charter School Annual Report

3.4 Organizational chart



3.5 Professional Development

2011-12 was Bennett Pearson Academy's first year of operation. The emphasis of our professional development this year was on training for our Microsociety focus curriculum, as well as other trainings required by all schools and district. The numbers listed below are the hours per person spent on each training throughout the year:

- Microsociety curriculum training – 40 hours
- Playground safety training – 3 hours
- Child Abuse Identification and Reporting – 2 hours
- Sexual Discrimination in the Workplace and Classroom – 1 hour
- Workplace Safety – 1 hour
- Health Related Training (total 2 hours)
 - Medication administration
 - Epi-pen administration
 - Blood borne pathogen training

Our staff used the regular weekly staff meetings to discuss general school related issues, and also to share teaching strategies in an informal Professional Learning Community setting.

3.6 Employee Handbook

See attached document:

BPA Employee Handbook

2011-12 Bennett Pearson Academy State Charter School Annual Report

4 Board of Directors

4.1 Members – Position and Term

Leon Scott – President/Chair, one year term (May to April)
Mike Warren – Vice President, one year term (May to April)
Pamela Sloan – Secretary, one year term (May to April)
Hamil Poton – Member-at-Large, one year term (May to April)

4.2 Minutes for 2011-12 Meetings

Minutes for all board meetings are available on the Bennett Pearson Academy website:

www.bpa-charter.org

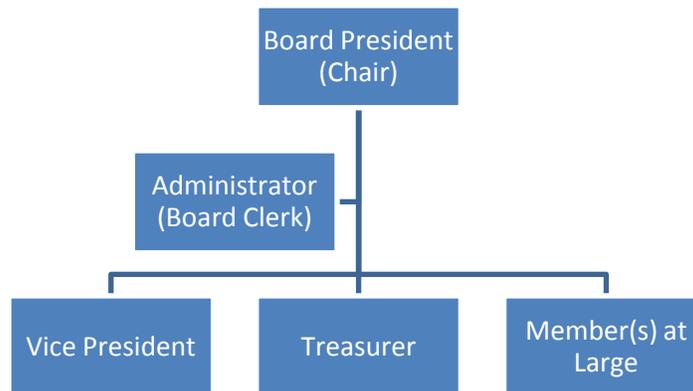
4.3 Policies

See attached documents:

BPA Board Policies

BPA Board Bylaws

4.4 Organizational Chart



4.5 Professional Development

All members of the Bennett Pearson Board of Directors participated in the following professional development activities during the 2011-12 school year:

- Charter School Board Ethics Training
- OSBA General School Board Training

2011-12 Bennett Pearson Academy State Charter School Annual Report

2011-12 Bennett Pearson Academy State Charter School Annual Report

5 Curriculum

5.1 Overview

MicroSociety is a program in which students from diverse backgrounds create a miniature society within the school. In addition to following a traditional academic curriculum, students develop the self-discipline, work habits and life skills needed to achieve success in the "real world" outside the classroom. MicroSociety is embedded into the curriculum on a daily basis. Students create and participate in various endeavors, including business ventures, governments, banks, judicial systems and more. By experiencing various social roles, students become responsible, contributing members of the MicroSociety. Students have a voice in establishing their society and learn about their responsibilities in a free society and the importance of giving back to their communities.

The reading program used at BPA Charter School during the 2011-2012 school year was Daily Five and CAFÉ. **The Daily Five** is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. These literacy tasks include, reading to self, reading to someone, working on writing, listening to reading, and word work. During the small group lessons, students work with the teacher on reading skills at their level. CAFÉ includes teaching whole group strategy lessons. CAFÉ is an acronym for comprehension, accuracy, fluency, and expanding vocabulary. Between each round in the Daily Five, a Café mini-lesson is taught. These mini-lessons skills are then practiced during the Daily Five rotations and small group lessons.

Math Expressions has had many great successes at our school over the last two years. Inquiry based and student driven, Expressions teaches the common core standards that all elementary students need to master by the time they graduate as 5th graders ready for middle school. Earlier grades focus on number operations and developing a thorough sense of numbers and the traditional algorithms for addition and subtraction. The higher grades start introducing difficult concepts as early as 2nd grade that progressively get harder with each successive grade. These concepts range from fractions and geometry to multiplication, division and even algebra. Expressions are a more conceptual based than other math curriculums, but it provides a fundamental deeper understanding of the mathematical concepts and principles that elementary students need to know.

5.2 Evaluation of Curriculum Impact

Microsociety gives BPA a sense of belonging and a strong desire to be in school. Students take an active role in their learning community and are vital to the success of the BPA. We see students learning valuable lessons in critical thinking, communication, team-building, and decision-making. These skills will serve our students well as they move on from BPA.

2011-12 Bennett Pearson Academy State Charter School Annual Report

The Daily Five and CAFÉ had a positive academic impact. The students' reading fluency, comprehension and accuracy increased throughout the school year. The students were assessed using the Developmental Reading Assessment. Using this assessment, we were able to see the growth students had made using the Daily Five and CAFÉ. Students were able to access the CAFÉ strategies and determine which strategy to use then they came to a word with which they were not familiar.

In the classroom, Expressions can be easily differentiated for multiple grades and levels of understanding. Concepts can be simplified to their appropriate grade level and provide quite a challenge to students of any level. Being student driven and inquiry based leads students to discover the concepts themselves rather than listen to it by an instructor. This act of discovery helps most students but can be difficult for students that have not had an opportunity for one and are unsure of what to do or how to proceed. The various manipulative that are included for each grade level help students understand difficult concepts like place value, multiple digit borrowing and subtracting across zeros. Students not only have to come up with answers, but they also begin to understand the need to check their work and justify their answers in writing. Expressions have been successful in our classroom because it is inquiry driven and leads to very empowering discoveries, for the students as well as the teacher.

5.3 SPED – Number of Students Served/Identified

Bennett Pearson Academy provides Special Education services for students in partnership with the Salem Keizer School District. The following shows the number of students identified and/or served during the 2011-2012 school year:

Grade	SPED Identified	SPED Served
KG	1	2
1	2	3
2	1	5
3	0	2
4	0	2
5	0	0
Totals	4	14

5.4 ELL – Number of Students Served/Identified

All of Bennett Pearson Academy's staff are endorsed to teach ESL students, and there are staff members who are trained to administer the Woodcock-Muñoz testing to determine eligibility for second language services. The following students were identified or received second language services during the 2011-12 school year:

Grade	ELL Identified	ELL Served
KG	1	1

2011-12 Bennett Pearson Academy State Charter School Annual Report

1	0	1
2	0	2
3	0	0
4	0	1
5	0	0
Totals	1	5

6 Student Achievement

6.1 State Assessment Scores – Implementation /Testing Calendar

Bennett Pearson Academy's 3rd, 4th, and fifth grade student took the OAKS online tests for reading and math. 5th grade students also took the OAKS science test. The school followed the state testing calendar, which ran from January to May of 2012. All students were allowed up to three attempts for each test. Results are shown below:

Subject	Grade	% Meeting Standard	Total Average Score
Science	5	55.6	227.4
Math	3	29.4	207.1
Math	4	43.8	216.3
Math	5	38.9	219.2
Reading	3	61.1	213.8
Reading	4	62.5	220.2
Reading	5	66.7	222.7

6.2 National Assessment Scores

No national assessments were mandated or performed during the 2011-2012 school year.

6.3 Local Assessment Scores

No local assessments were mandated or performed during the 2011-2012 school year.

6.4 Assessment Results Analysis

The scores on the State assessments give our school a good baseline to work from. The math scores indicate that we need to add focus in all areas concerning our math curriculum. Although the reading scores were significantly better than the math scores, developing an interpretation was an area that shows room for substantial improvement. The results have been shared with the teaching staff and they are tailoring lessons to address these needs.

6.5 Student Handbook

See attached document:

BPA Parent Student Handbook

2011-12 Bennett Pearson Academy State Charter School Annual Report

7 Survey

7.1 Parent/Staff/Students

See attached document:

BPA 2011-12 Survey Results

7.2 Analysis/Plan of Action

Surveys were completed by only two staff members and seven parents and this represents such a small percentage that it does not reveal any clear trends or patterns.

This school year we plan to emphasize the importance of completing the surveys and they will be made available in electronic and paper format. Parents will be asked to complete surveys at spring conferences if they have not done so already. Computers will be available for parent use at the school. All staff members will be required to complete the surveys. In this way we will have surveys that are statistically significant that will be useful for the following year.

8 School Improvement

8.1 Goals/Focus

BPA is always striving to continuously improve in all areas. The following have been identified as improvement goals for 2012-13:

- Improve Student Writing Skills
- Improve Student Math Skills
- Outreach:
 - Participate in events to inform the community that our school is available and open to all students.
- Teacher Professional Development
 - Provide mentoring and relevant professional development that insures our teachers' continuous growth and improvement in are areas of teaching.
- Student Access to Technology
 - Provide more enrichment activities using technology.

8.2 Plan

- Improve Student Writing Skills
 - Implement journaling to develop regular writing habits.
 - Understand the writing process.
 - Understand and demonstrate different genres of writing.
 - Sentence and paragraph development.
 - Learn how to organize essays, stories, and other documents.

2011-12 Bennett Pearson Academy State Charter School Annual Report

- Build and improve vocabulary.
- Enable students to publish material that can be available for use in the school for all classrooms – a student generated library
- Improve Student Math Skills
 - Monitor student math progress using the Easy CBM assessment process.
 - Encourage student use of math manipulatives provided by curriculum.
 - Promote inquiry in student body.
 - Develop more practices for building number sense with Microsociety money.
 - Integrate technology to give students a more appealing experience with math.
 - Conduct school wide math competitions or games that focus on ODE standards.
 - Provide opportunities for teachers in blended classrooms to collaborate and plan instruction with same-level students.
- Outreach:
 - Hold Information Nights
 - Perform at celebrations in the community
 - Family nights will be arranged in coordination with the Parent Club to offer current and prospective families an opportunity to interact with staff and students at BPA.
- Student Access to Technology
 - Create technology security protocols; implement security controls.
 - Provide keyboard instruction to students
 - Instruct students on the use of the Internet for project research.
 - Allow students access to computers for creating different types of documents, including word processing, spreadsheets, and other visual presentations.
 - Instruct students in the use of PowerPoint for speeches and reports
 - Model responsible digital citizenship for students, setting the example for how to interact with other in a digital environment (social networking etc.).
 - Facilitate communication online via blogging, online projects, and email.
 - Electronic readers, such as the Kindle or Nook devices, will be present in intermediate level classrooms to enrich literacy in the 21st century environment.

8.3 Evaluation of Prior Year's Improvement Plan

Bennett Pearson finished its first year of operation in 2011-12, so there was no prior year's plan to act upon.

9 Parent/Community Engagement

9.1 Parent Club

Bennett Pearson Academy has a very active and involved parent community. While not officially organized as the Benneton Parent Club until January 2012, the parents nonetheless helped to organize many activities throughout the school year. In total, parents and other volunteers (grandparents, community members, etc.), logged over 1000 hours volunteering with various projects and activities.

The Benneton Parent Club has a board of four members:

President – Christa Patton

Vice President – Jenifer Lechuga-Berg

Treasurer – Sarah Letterman

Secretary – Elizabeth Besand

Membership is open to all families. Meetings take place on the Tuesday following the monthly board meeting. Meeting attendance averages 12-15 parents, in addition to the board members.

9.2 Evaluation of Prior Year's Activities

The parent community organized and/or assisted in the following activities during the 2011-2012 school year:

- All school pumpkin patch field trip
- Harvest party
- Winter party
- Dutch Mill Bulb fundraiser
- All school Wings of Wonder field trip
- Scholastic Book Fair
- All school Jog-a-Thon
- KG and 5th grade promotion ceremonies
- Field Day

Members of the parent community also assisted with marketing and promotion of the school. Several parents volunteered their time at the Marion County and Oregon State Fairs to work at the BPACS information booth, where they assisted staff members by sharing their experiences with interested families.

The Benneton Parent Club's mission moving forward is to continue to support school staff in their instructional efforts, to organize school field trip and other activities, and to encourage any and all members of the parent community to become involved with the school.

2011-12 Bennett Pearson Academy State Charter School Annual Report

9.3 Parent Handbook

See Attached document:

BPA Volunteer Handbook

9.4 Community/Business Partners

- **Boys and Girls Club of Salem**
Bennett Pearson Academy partners with the Boys and Girls Club to provide physical education facilities for BPA's students. BPA staff also provide escort for students to the Boys and Girls club facility after school.
- **Salem Child Development Center**
Bennett Pearson has established a relationship Salem Child Development Center facility (SCDC), located on Fairgrounds Rd NE. SCDC provides escort to and from Bennett Pearson for students enrolled in their before and after school care program, and Bennett Pearson has given SCDC free access to the school during district furlough days when SCDC's school program sites are unavailable.

10 Facilities

10.1 Details/Overview

Bennett Pearson Academy is located at 1687 Summer Street NE in Salem Oregon. The facility was renovated for school use prior to occupancy on June 15, 2011. The building includes six self contained classrooms and one special education classroom, a large lunch room, a media centre, and two outdoor playground areas for student use. There is no gymnasium on site, however teachers escort students to the Boys and Girls' Club or Grant Community School Park for PE.

See attached Document:

BPA 1687 Summer Floor Plan

2011-12 Bennett Pearson Academy State Charter School Annual Report

11 Financial Management

11.1 Checks and Balances

During the 2011-2012 fiscal year, there were two major sources of funding for Bennett Pearson Academy, as well as several minor sources:

- **Major Funding Sources:**
 - ADMw Funds (Received from S-K Schools, based on data submitted to ODE by BPA)
 - Federal Grant Funds (Charter School Implementation Grant)
- **Other Funding Sources:**
 - Private Grant Funds
 - KG Enrichment Fees (invoices and statements are issued monthly)
 - Donations

All funds for deposit are verified and recorded according to the following procedure:

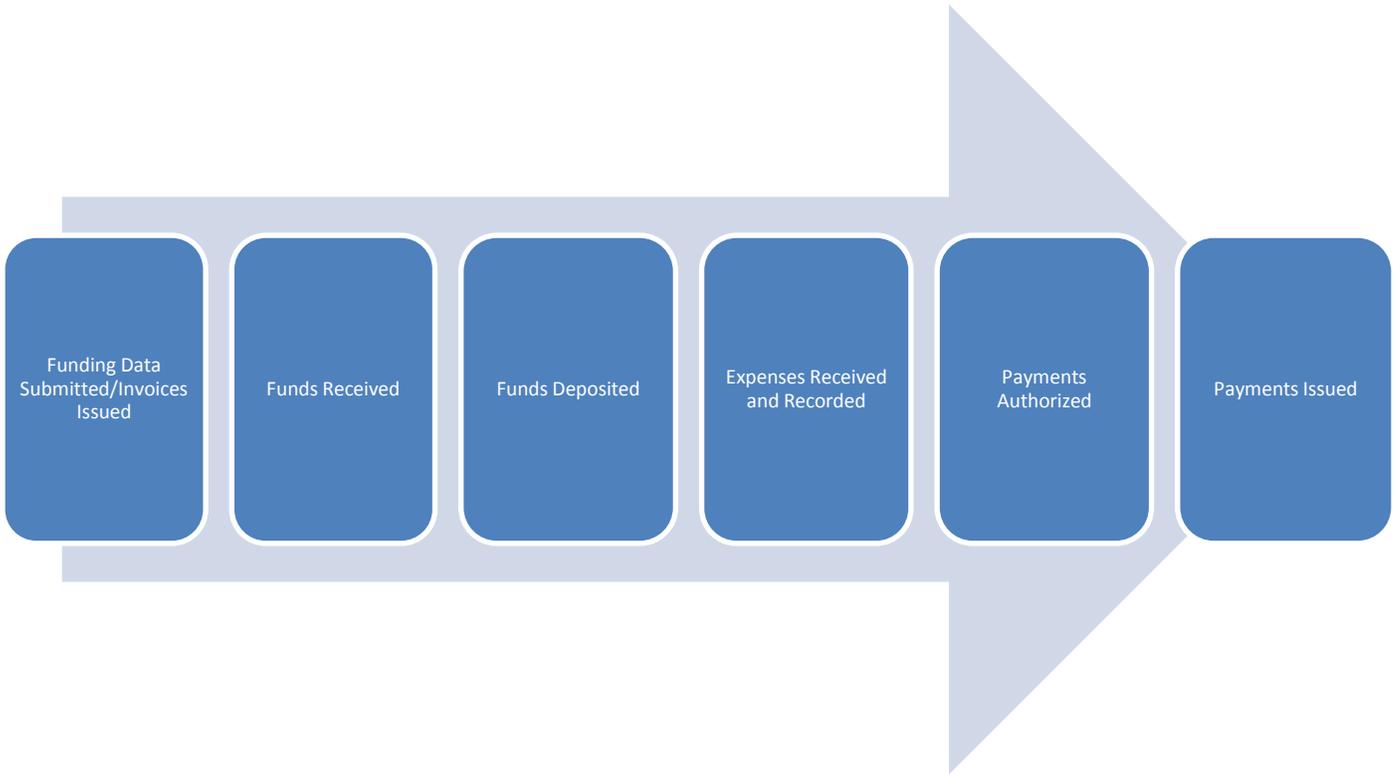
- All monies received are entered in the school's accounting system under the appropriate revenue account
- Deposit detail is filled out by the office manager
- Paper copy of deposit detail verified by Office Manager & Administrator before deposit is made
- Bank deposit receipt is attached to the deposit detail after deposit is made

All outgoing funds are verified and recorded according to the following procedure:

- All expenses entered as bills and bill payments in the school accounting system:
 - Building operating costs
 - Instructional expenses (including payroll)
 - General administrative costs (including legal, accounting, and other related fees)
- School related expenditures by BPA staff (classroom supplies, etc.) are reimbursed as checks only, with expenses assigned to the appropriate expense account
- All receipts, invoices, other proof of expenses are filed according to expense type, with cross-referenced copies as needed (e.g. copy of utility bill in both outgoing payments file and vendor file)
- All payables are authorized by Administrator and one Board member
 - Paper tracking system, including expense detail/description, total amount to be authorized, account to be debited
 - Copies of all signed checks are attached to the payment authorizations and supporting documentation

2011-12 Bennett Pearson Academy State Charter School Annual Report

11.2 Organization Chart/Flow of Money In/Out



11.3 Audit

Bennett Pearson Academy's initial financial audit was still in progress as of the submission date of November 30, 2012. Attached is the draft financial statement provided by Johnson Glaze:

BPA Draft FS and Notes

2011-12 Bennett Pearson Academy State Charter School Annual Report

12 Local School District

12.1 Connections/Contacts

Bennett Pearson Academy Charter School is located within the Salem Keizer School District's boundaries. We work closely with the district to address any issues in common, and to ensure that all information required by ODE is collected and submitted in a timely manner. Staff at Bennett Pearson have established working relationships with the following district personnel/departments:

- **Administrative Contacts:**
 - Joe Grant – Charter Schools and Special Projects Coordinator
- **Student Services:**
 - Kathy Cobb – Student Services Special Education Teacher
 - Alejandra Reyes – Student Service Speech Language Pathologist
 - Janet Jones – Student Services Administrative Assistant
 - Ken Zegar – Student Services Testing Specialist
- **Transportation Services**
 - Kevin Baker – Routing Coordinator (BPA has students who are eligible for transportation because of their IEP's, and regular ed students may ride S-K buses on a space available basis on regular routes)
- **Information Technology**
 - Michael Simpkins – Student Information Recording Specialist
- **Fiscal Services**
 - Sue Kirsch – ADM calculations and charter school disbursements
- **Testing and Evaluation**
 - Catherine Carlson – District Testing Coordinator
- **Grant Community School**
 - Ralph Wisner – Principal
 - BPA has partnered with Grant Community School to use their exterior playground facilities for PE classes (weather permitting)

12.2 Federal Funds

Bennett Pearson Academy received a Federal Charter School Implementation grant of \$225,000 for the August 2011-July 2012 fiscal year. Grant funds were used to purchase classroom furniture and supplies, computer hardware and software, textbooks and lesson materials, and other instructional related resources. Funds from the grant were used also to perform renovations to the school facility to conform with ADA requirements.

Please see the attached document detailing grant expenditure through July 2012:

BPA Implementation Grant Ledger 2011-12

2011-12 Bennett Pearson Academy State Charter School Annual Report

12.3 Contracts

12.3.1 Special Education

Bennett Pearson Academy contracts with Salem Keizer schools for special education services. This includes assessments, delivery of services, transportation, and any other requirements detailed in students' IEP's.

Please see the attached document:

BPA SKSD Agreement