

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday November 18, 2019 at 6:00 PM PST

Location

9400 Remick Avenue, Pacoima CA 91331

Meeting Call In Number: (605) 313-5086, Access# 1004153.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			1 m
D. Additions/Corrections to Agenda		Mary Keipp	1 m
E. Approval of November 6, 2019 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
II. Communications			6:04 PM
Academic Excellence			
A. Presentations from the Public	FYI	Mary Keipp	5 m

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

Purpose Presenter Time

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. Items Scheduled For Information

6:09 PM

A. Committee/ Council Reports FYI 5 m

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

- 1. SAC

B. Board Committee Reports FYI 5 m

- 1. Academic Excellence Committee - Chair Cesar Lopez
- 2. Fiscal Ad Hoc Committee

	Purpose	Presenter	Time
C. E-Rate Executive Summary	FYI	Ryan Bradford	5 m
D. SPED Update	FYI	Vashon Nutt	10 m
E. Facilites Update	FYI	Ruben Duenas	5 m

This update is for all of the YPICS' schools.

F. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
G. Monsenor Oscar Romero Executive Administrator Report	FYI	Rene Quon	5 m
H. Bert Corona Charter High School Executive Administrator Report	FYI	Yolanda Fuentes	5 m
I. Executive Director's Report	FYI	Yvette King- Berg	5 m
J. LAUSD Charter School Division Oversight Process	FYI	Yvette King- Berg	5 m

IV. Consent Agenda Items

7:04 PM

Audit

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

B. Consent Items	Vote	Yvette King- Berg	5 m
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There are no consent agenda items.

V. Items Scheduled For Action

7:09 PM

A. September 2019 YPICS Financials	Vote	Irina Castillo	10 m
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	Purpose	Presenter	Time
B. GEAR UP Interim Budget and Procurement Process for YPICS	Vote	Yvette King-Berg	5 m

Recommendation to approve moving forward with the Department of Education approval of GEAR UP interim budget and procurement process for YPICS GEAR UP.

C. LAUSD Performance Review for Bert Corona Charter High School	Vote	Yvette King-Berg	5 m
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Recommendation to receive and file the LAUSD Performance Report for BCCHS.

D. Independent Study Policies and Procedures	Vote	Yvette King-Berg	5 m
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VI. Announcements 7:34 PM

A. Closing Announcements	FYI	Yvette King-Berg	2 m
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VII. Closing Items 7:36 PM

A. Adjourn Meeting	Vote		
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Coversheet

Record Attendance and Guests

Section: I. Opening Items
Item: A. Record Attendance and Guests
Purpose: FYI
Submitted by:
Related Material: Board Report November 18, 2019.pdf
ACS-WASC-CDE-2018-Final-Presentation-Template (1).pptx



Larry Simonsen
Executive Administrator

Yolanda Fuentes
Assistant Executive Administrator

Bert Corona Charter HS
YPICS Charter Schools

Board Report for November 18, 2019

Academics

BCCHS just completed its first Full Self Study Visit for the Western Association of Schools and Colleges, the regional accreditation agency responsible for accrediting schools and colleges in California. The visit was the culmination of an 18 month preparation process that began in May of 2018. The visit was postponed once due to significant climate and culture concerns, originally having been scheduled for April of 2019.

The visiting committee's report was thorough and accurate, citing both areas of considerable accomplishment in the school's first four years of operation as well as significant needs for growth moving forward. A copy of the visiting committee's slide show to the faculty is included in the materials for the board meeting, but two notable areas listed for improvement were:

- 1) The need for alignment in the practice of standards-based grading.
- 2) A clear implementation plan for social-emotional learning for all students.
- 3) Developing a comprehensive plan for improving rates of chronic absenteeism.
- 4) To the extent that it is possible, physical improvements to classrooms to improve moral.

The high school is bringing back the use of Achieve 3000 for all students so as to track ELA progress monthly, specifically reading informational text proficiency as measured by Lexile levels. Given the emphasis on WASC accreditation through the end of October, the implementation of weekly data meetings has been less consistent than the GBF program calls for, but is now becoming a more intentional focus point through both professional development and conferencing.

The board's Academic Excellence Subcommittee was recently given a full assessment of the state of the high school's academic status, including SBAC achievement over time, reclassification rates and rates of co-occurrence of EL students carrying an IEP, reading achievement, SAT performance over time, graduation rates, and college acceptance rates.



The college application season is in full swing, and our new college and career counselor Max Garcia is engaging seniors and their families all day everyday during the school week, as well as both after school and on weekends. His commitment to our students is producing immediate fruit, as 20% of the Class of 2020 has already been admitted to at least 1 four-year university. This is the payoff that we prepare for during the four year journey we spend with our students, and it is amazing to see the way it is impacting how our seniors feel about themselves.

Operations

Attendance at the high school has held steady at 196, up from 181 at the start of the school year. 181 students showed up for school, and there has been a trickle of students either finding our school and joining our organization, or returning to BCCHS. The returners are a particularly joyful cause for celebration as they represent renewed faith in the school's capacity to provide a positive place of learning and growth, especially after a year of unfair negative press by a small group of students and parents. The operations team is constantly working to refine systems for tracking and improving attendance procedures so as to get students to come to school more often, and be in class more regularly.

The high school is currently missing a teacher for English, one of two such positions at the school. The hiring process has not been particularly fruitful. Efforts to recruit on iNdeed have resulted in over 100 candidates, but none who are capable of working with our student population in both a rigorous and inspiring manner. The most attractive candidates have been working in private schools, so lack adequate credentialing. The lack of a team member, as well as the somewhat consistent absence of at least one to two staff members over the course of a week, has felt stretching for the operations team (all out of classroom staff at the school). Just making sure classrooms are covered with substitutes or period by period coverage is, in my opinion, too much a part of a regular week at the school. It may be helpful to study teacher absenteeism over time in our organization as it may be contributing to underperformance by our students. They do not respond well academically or socially when their teachers are gone.

Climate and Culture

The loss of Edwin Cruz as our Climate and Culture Coordinator has placed that responsibility squarely on the shoulders of our operations team. Ms. Fuentes has stepped up in a hero's way to make sure that the climate and culture issues confronting our campus are being addressed with full attention, and Susan Castellon is working with her in tandem to try to get students in classrooms and in uniform. Several students persist in bringing drugs onto campus, resulting in parent meetings and suspensions for students under the influence, as



well as law enforcement activity addressing those identified as actively dealing controlled substances.

A recent meeting with Communities in Schools representatives helped us understand the communication network that exists outside the school regarding several of our students who are associating themselves with gangs, and how the community can assist us to help those students come to school to safely focus on education while they are on campus.

Our other most pressing climate and culture issues revolve around attendance and the consistent use of the school uniform. The team is regularly trying to incentivise timely participation in school, both through PBIS practices (scholar dollars and the scholar dollar store), traditional incentives (free dress) and restrictive choice (loss of privileges).

We are a very small group of support staff now, and the majority of the burden for dealing with student behavior and support issues has fallen to our counselor, our operations coordinator, and our assistant executive administrator. On any given day, our counselor is trying to help students apply to college or apply for financial aid, so pulling him from those duties to address student behavior and/or mental health issues is stretching us “to the max,” as it were. We have greatly appreciated the extra support, on any given day (and especially during the WASC visit) given to us by the LSC staff. Their ownership of our school when they step on campus is both reassuring and truly helpful.

The issue of recurring drug possession and sales at our school is a red-flag. This issue needs to be addressed in a way that brings maximum community partnership leverage to bear, as public knowledge of the use and sale of drugs at our school will act as an immediate deterrent to the parents of students who are looking for a small, safe school as an alternative to a big high school where these problems are expected.

Summary

There are many reasons to celebrate this fall, not the least of which are a reauthorized (without benchmarks) charter and what appears to be full accreditation. Ms. King Berg’s leadership allowed for everyone to work flexibly to make those things happen. PSAT and SAT have already happened for our Juniors and Seniors, and we have seen the highest distribution of 900+ and 1000+ scores since the school opened. Progress is being made.

We need help and change with attendance challenges, drugs on our campus, uniform compliance, and maintaining a highly trained staff for the full year.



ACS WASC/CDE Visiting Committee Final Presentation

**Bert Corona Charter High School
Initial Full Self-Study
12513 Gain St.
Pacoima, Ca 91331**

**October 27-30, 2019
(Rescheduled from April 7-10, 2019)**

**Casondra Foor
Visiting Committee
Member**

**Julie Zurek
Visiting Committee
Chairman**

**Chris Lemke,
Visiting Committee
Member**



Focus on Learning asks...

- **How do you know that all students are achieving based on our schoolwide student goals and academic standards?**
- **Is the school doing everything possible to support high achievement for all its students?**





Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

~~Accelerate~~ Celebrate

- The school embodies the mission and vision and is connected to the local community which many school staff reside and/or are products of the community.
- The school has ongoing relationships with numerous organizations who are invested in improving the lives of local residents as well as supporting the school.
- The school has a positive relationship with its authorizer who takes an active role in reviewing all aspects of the Charter School at least annually.
- The school has secured conscientious and professional staff who are provided comprehensive initial and ongoing professional development opportunities.
- The school provides an abundance of instructional materials, including: all students have
- 1-to-1 24/7 laptop access, science laboratory equipment, adaptive online instructional
- programs, credit recovery programming, concurrent enrollment college course materials,
- and all books and materials required by UC approved UCCI syllabi.
- The school uses multiple measures to assess student needs, progress monitor and make education decisions which supports the schools success.

~~Accelerate~~ Focus

- ~~Implementation~~ of standards based grading & assessment is inconsistent between classes which students have stated can make things confusing.
- Differentiated professional development opportunities so that all staff are able to grow in specifically identified areas of need.
- The Gear Up grant services have been suspended temporarily as a result of the Youth Policy Institute bankruptcy on October 26, 2019. YPI is currently in bankruptcy.
- The school has experienced turnover in teaching staff as well as leadership.
- Parents and students have all expressed through focus groups that the one thing they would change, if possible, is the facility which they attend.



Standards-Based Student Learning: Curriculum

Areas to Celebrate

- ~~Some~~ schools utilize community-based resources for after school programs and college/career exposure.
- Use of personnel, such as the College and Career Counselor, to spearhead college/career awareness and milestones needed to be successful.
- During and after school programs partnering with community resources/outside vendors to provide additional academic support to students.
- Growth oriented, rather than accountability driven curriculum, pacing guides, and SBG rubrics allowing students to re-attempt until successful.
- Credit Recovery ~~is~~ multi-faceted opportunities through either an on-site, semester long course built into the student schedule or online.

Areas for Focus

- ~~Some~~ schools do not have complete SBG rubrics for all units and Learner Outcomes, evidenced by Category B digital evidence folder.





Standards-Based Student Learning: Instruction

Accelerate

- BCCHS staff immerse students in standards based instruction with courses that support college- and career-readiness as well as UCCI courses.
- Staff are committed to Standards Based Grading rubrics with sample student work as the determining factor for mastery with a check and balances system called Critical Friends Review.
- Professional development in instructional practices, including technology resources hosted by the district technology administrator, support staff growth in best practices, utilized across campuses and observed through the critical friends' reviews.
- Students have access to both school issued chromebooks and class sets of IMac books
- Use of the Howard Hughes Medical Institute (HHMI) for medical articles.
- Veteran BCCHS teachers mentor newer teachers unfamiliar with SBG and the high academic expectations at BCCHS.
- BCCHS staff focuses the first semester each year on Academic Leadership strategies, rubrics and calibrating SBG.
- The upcoming January 2020 PD focus will be vocabulary for reading skills hosted in house by expert staff.
- Monday PDs allow for outside trainers to visit BCCHS; Friday collaboration trainings are hosted by in-house staff.

Areas for Focus

- C 1.3 states that “students communicate with teachers on creating an action plan” and through this communication with teachers it was determined there was no formal action plan, rather an informal communication between students.
- Student, parent and staff awareness of CTE pathways and requirements.





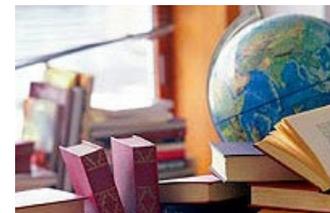
Standards-Based Student Learning: Assessment and Accountability

Areas to Celebrate

- The school has a transparent process for communicating expectations and for determining grades.
- The school uses multiple measures for determining student needs and progress monitoring.
- The school facilitates data driven professional development for faculty and staff and employs critical friends groups specifically focused on supporting standards based grading policies.
- The school faculty maintain practices for supporting all learners in the classroom.
- Staff availability and genuine concern for students and families.

Areas for Focus

- The school needs to ensure alignment in the consistent use of rubrics before and during every unit of instruction in order to ensure transparent communication of learning objectives to all students.
- Course expectations should be written in student-friendly manner and implemented consistently
- Communication with family and parents regarding SBG.
- Social emotional learning is a part of staff professional development. However, implementation and implications for students could be better reinforced.





School Culture and Support for Student Personal and Academic Growth

Areas to Celebrate

- BCCHS has a wealth of community resources and events at the ready to support all students in learning, advocacy and college and career planning, including LAPD, Los Angeles City Council District 7, Days of Dialogue.
- College and career office offering Saturday and evening parent workshops.
- Community tutoring resources.
- 100 hours of community service is required by graduation.
- School campus safety including the gate buzzer for campus access.
- Climate and Culture team.
- Drug and alcohol awareness is addressed in advisory classes.
- Implementation of safe schools strategies including campus safety and student health awareness.
- Personnel from Maclay Middle School oversee both the LAUSD school and BCCHS, including environment, physical plant and physical and chemical safety issues.

Areas for Focus

- Although participation seems large and a key part of the school culture, student participation has been inconsistent while the school is continuing its efforts on developing strong routines and traditions that support community involvement.
- Continued efforts to promote safe schools meeting ADA requirements and follow up training on evacuation and active shooter protocols.
- Updated classrooms and campus including fresh paint and flooring to increase school pride.
- Implementation of annual education plan/ graduation qualifications analysis with evidence of informing parents.
- Additional staff training for social/ emotional awareness and trauma-informed practices and strategies, with accountability.



Celebrate Schoolwide Strengths

- BCCHS embodies the mission and vision and is connected to the local community which many school staff members
- BCCHS implemented a unique standards-based grading process which emphasizes mastery of standards
- YPICS provides an excellent level of support and leadership to the entire school community, contributing to
- The school has a positive relationship with its authorizer who takes an active role in reviewing all aspects of
- The school uses multiple and thorough measures to assess student needs, progress monitor and maintain
- Data-driven professional development in instructional practices, including technology resources hosted
- The school has an ongoing relationship with numerous organizations who are invested in improving





Critical Areas for Focus

- **Updating** implementing school wide policies, including Child Find and 504 plans and staff development on
- **Strategies** for teacher retention.
- Continued development of school wide SBG Rubrics and consistent strategies for implementation and
- Continued efforts to promote a safe learning environment.
- Increase student and parent awareness and understanding of CTE courses and implications for pathw



Schoolwide Action Plan



Visualize what will be different for students....

- One year from now?**
- Two years from now?**
- Three years from now?**

Coversheet

Approval of November 6, 2019 Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of November 6, 2019 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on November 6, 2019

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Wednesday November 6, 2019 at 6:00 PM

Location

Conference Call: Meeting Call In Number: (605) 313-5086, Access# 1004153

Board Member calling in from:

1200 W. 7th Street, Los Angeles, CA 90017; 405 Hilgard Avenue, Los Angeles, CA 90024; 10660 White Oak Avenue, Granada Hills, CA 91344; 17037 Chatsworth St., Granada Hills, CA 91344; 6934 Enfield Avenue, Reseda, CA 91335; 21201 W Oxnard St, Woodland Hills, CA 91367; 27201 Tourney Road, Suite 201, Valencia CA 91355.

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote), S. Mendoza (remote), W. Njboke (remote)

Trustees Absent

None

Guests Present

Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Wednesday Nov 6, 2019 at 6:03 PM.

C. Flag Salute

D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

E. Approval of September 30, 2019 Minutes

C. Lopez made a motion to approve minutes from the Regular Board Meeting on 09-30-19 Regular Board Meeting on 09-30-19.
S. Mendoza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Keipp Aye
M. Green Aye
S. Mendoza Aye
W. Njboke Absent
D. Cho Absent
C. Lopez Aye

F. Approval of October 21, 2019 Minutes

C. Lopez made a motion to approve minutes from the Regular Board Meeting on 10-21-19 Regular Board Meeting on 10-21-19.
M. Green seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Njboke Abstain
M. Green Aye
C. Lopez Aye
M. Keipp Aye
S. Mendoza Aye
D. Cho Abstain

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Consent Agenda Items

A. Background

B. Consent Items

There were no consent agenda items.

IV. Items Scheduled For Information

A. Update CDE/LACOE Meeting Re: ASES and 21st Century Programs

With the closure of YPI on Friday, October 21, 2019, an after school program called Think Together has stepped in to take over 21st century/ ASES programs for any of the schools that would like to partner. Think Together hired hundreds of YPI tutors and provided after school services that following Monday.

B. GEAR UP update

The services for GEAR Up are at a halt as Ms. King-Berg is working with the Department of Education to bring the grant in house, unless they can find another agency YPICS can sub-grant to. YPICS preference is to take over until another agency who can provide the services YPI did. YPICS will potentially hire 17 full-time former YPI GEAR Up staff to provide

services for around two months until YPICS can procure a contractor who is better suited to run the program.

C. Brown Act Training Update/Review

The Board of Trustees was asked to review the Brown Act packet sent by YMC as a refresher. YMC will be conducting the Brown Act training at the board meeting in December.

V. Items Scheduled For Action

A. Recommendation to approve Local Indicators for California School Dashboard for BCCS, MORCS, & BCCHS

C. Lopez made a motion to approve the local indicators for California for BCCS, MORCS, and BCCHS.

S. Mendoza seconded the motion.

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

Roll Call

- M. Green Aye
- D. Cho Aye
- M. Keipp Aye
- S. Mendoza Aye
- C. Lopez Aye

B. Recommendation to approve After School Program Think Together MOU

C. Lopez made a motion to approve the interim MOU with Think Together.

M. Green seconded the motion.

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

Roll Call

- S. Mendoza Aye
- M. Keipp Aye
- D. Cho Aye
- W. Njboke Aye
- M. Green Aye
- C. Lopez Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:52 PM.

Respectfully Submitted,
Y. Zubia

VII. Announcements

A. Closing Announcements

School oversight visits are approaching.

Board President, Mary Keipp and Board Secretary, Sandra Mendoza will attend the MORCS oversight visit on October 20, 2019.

Board Member, Michael Green will attend the BCCS oversight on December 13, 2019.

Coversheet

E-Rate Executive Summary

Section: III. Items Scheduled For Information
Item: C. E-Rate Executive Summary
Purpose: FYI
Submitted by:
Related Material: ypi_exsum_20191008 (3).pdf



Learningtech.org®
The Miller Institute for Learning with Technology

E-Rate Executive Summary

YPI Charter Schools (BEN: 16067473)

As of 10/8/2019

Overview

This report provides a high-level recap of status for up to three (3) E-Rate Funding Years, with highlights and application details. Additional background information is provided to support training and continuity among Applicant's and Consultant's E-Rate contributors.

YPI Charter Schools [YPI] partnered with Learningtech.org in January of 2012 to support efforts to apply for and receive the funding benefits of the Federal E-Rate Program. YPI's annual fixed fee engagement of Learningtech.org for Standard E-Rate Management Services includes:

- E-Rate application preparation and compliance assistance services for the upcoming E-Rate funding year
- Ongoing E-Rate management services to follow-up on funding requests [FRNs] for up to two prior funding years

Learningtech.org works with the Universal Services Administrative Company [USAC] on its client's behalf to maintain consistent communications and ensure compliance with Program rules and timely responses to USAC inquiries. As of FY2016, most FCC forms and E-Rate processes must be completed within the USAC E-Rate Productivity Center [EPC] portal.

Please also see Client Participation Expectations.

Background

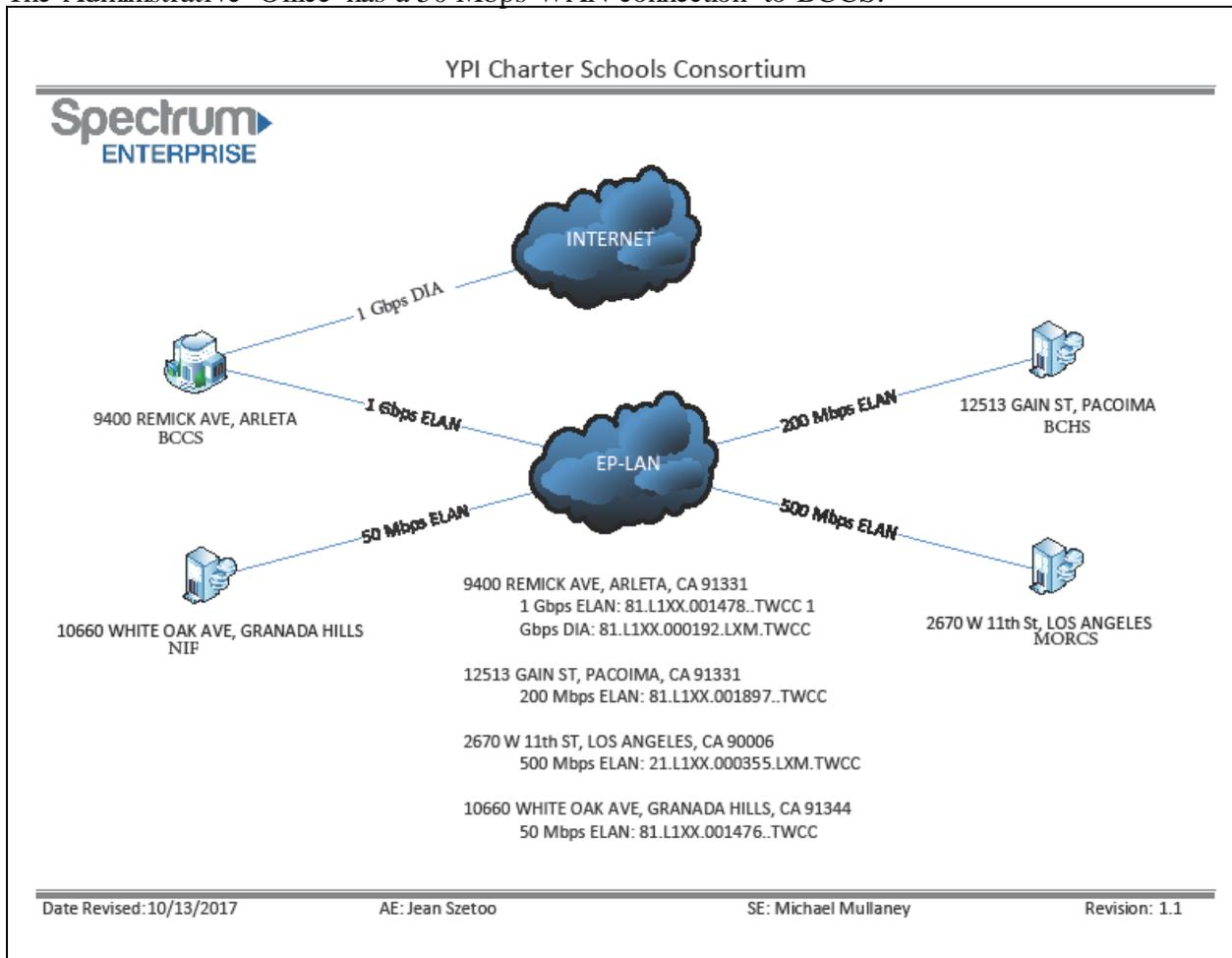
General Description

YPI Charter Schools is a Charter Management Organization set up as a district in EPC. Comprised of three schools and one non-instructional facility [NIF] for a total of four sites, YPI serves approximately 1000 students in the Pacoima and Pico Union/Westlake communities of Los Angeles [source: www.ypics.org].

E-Rate Executive Summary

Network Topology

BCCS has a 1 Gbps direct Internet connection and a 1 Gbps WAN connection.
 BCHS has a 200 Mbps WAN connection to BCCS.
 MORCS has a 500 Mbps WAN connection to BCCS.
 The Administrative Office has a 50 Mbps WAN connection to BCCS.



E-Rate Executive Summary

Highlights

This section recaps E-Rate applications for the past several years. In the following tables:

- “c1” refers to Category 1, which includes these eligible services: Data Transmission and/or Internet Access
- “c2” refers to Category 2, which includes these eligible services: Internal Connections, Managed Internal Broadband Services, Basic Maintenance of Internal Connections

FY2017

471 #	471 Nickname	Original Total Cost	Original Funding Request	Funding Committed	Discounts Disbursed
171018641	ypi_y20_471_c1_cont	\$12,250.80	\$3,675.24	\$3,675.24	\$3,675.24
171027213	ypi_y20_471_c1	\$87,903.00	\$71,608.50	\$101,853.50	\$93,227.82
Total		\$100,153.80	\$75,283.74	\$105,528.74	\$96,903.06

Notes:

- App #171018641 – FCDL issued 7/21/2017, with discount rate of 30% for voice service
- App #171027213 – FCDL issued 11/17/2017, with discount rate of 30% for voice service and 90% for Data Transmission and/or Internet Access
 - Funding requests for continuing services were initially omitted from the application resulting in only \$87K cost and \$71K requested funding; these should have been \$123K and \$103K, respectively
 - For FRN 1799108697 (ypi_y20_internet_twc), both cost and committed funding were reduced by about \$2K after these changes were made in application review:
 - The FRN Line Item 1 cost was modified from \$1,795.00 per month to \$2,087.59 per month to agree with the applicant documentation
 - The FRN Line Item 2 cost was modified from \$1,700.00 per month to \$1,977.10 per month to agree with the applicant documentation
 - The FRN Line Item 3 cost was modified from \$1,600.00 per month to \$1,860.80 per month to agree with the applicant documentation
 - The FRN Line Item 4 cost was modified from \$1,188.00 to \$1,381.64 per month to agree with the applicant documentation
 - The Service Start Date was changed from 7/1/2017 to 9/1/2017 to agree with the documentation provided during the review of the FCC Form 471
- Some delays in implementation resulted in less actual charge and proportionately less discounts. Per vendors all FRN discounts are fully disbursed

E-Rate Executive Summary

FY2018 (7/1/18 – 6/30/19)

471 #	471 Nickname	Original Total Cost	Original Funding Request	Funding Committed	Discounts Disbursed
181016791	ypi_y21_471_c1_cont	\$99,936.36	\$80,142.08	\$80,142.08	\$22,613.58
181021497	ypi_y21_471_c1	\$42,611.88	\$33,349.09	\$42,529.09	\$38,950.82
181021498	ypi_y21_471_c2	\$75,093.25	\$63,829.26	\$46,590.54	\$46,590.53
Total		\$217,641.49	\$177,320.43	\$169,261.71	\$108,154.93

Notes:

- App #181016791 – FCDL issued 7/20/2018, with discount rate of 10% for voice service and 90% for Data Transmission and/or Internet Access
 - FRN 1899038171 (ypi_y21_twc_internet) discounts are only 27% of expected. We are following up with Charter to be sure all account numbers were submitted for discounts
- App #181021497 – FCDL issued 6/15/2018, with discount rate of 10% for voice service and 90% for Data Transmission and/or Internet Access
 - For FRN1899072871 (ypi_y21_charter_internet_wan_morcs) the following changes took place prior to funding:
 - BERT CORONA CHARTER SCHOOL has been added to the FRN as a recipients of service at the request of the applicant
 - The FRN was modified from \$10,200.00 to \$20,400.00 to agree with RAL request
 - The Contract Expiration Date was changed from 6/30/2021 to 6/30/2022 to agree with the documentation provided during the review of the FCC Form 471
- App #181021498 – FCDL issued 8/31/2018, with discount rate of 85% for Data Transmission and/or Internet Access
 - For FRN 1899071839 (ypi_y21_aaa_nwcomponents) the following changes were made prior to funding:
 - The funding request amount was reduced from \$71,889.94 to \$52,233.55 to remove the amount that exceeded the Category Two budget set for the following entity: MONSENOR OSCAR ROMERO CHARTER SCHOOL, #16066996
- Per 10/7/19 email from vendor, SPI invoicing of USAC is still in progress.

FY2019 (7/1/19 – 6/30/20)

471 #	471 Nickname	Original Total Cost	Original Funding Request	Funding Committed	Discounts Disbursed
191000948	ypi_y22_471_c1_cont	\$100,320.24	\$90,288.21	\$90,288.21	\$2,726.99

Notes:

- App #191000948 – FCDL issued 6/20/2019, with discount rate of 90%
- The required Form 486 was submitted on 6/20/19
- The required SPI selection step was completed on 6/24/19. The submission will be verified on against FY2018 findings

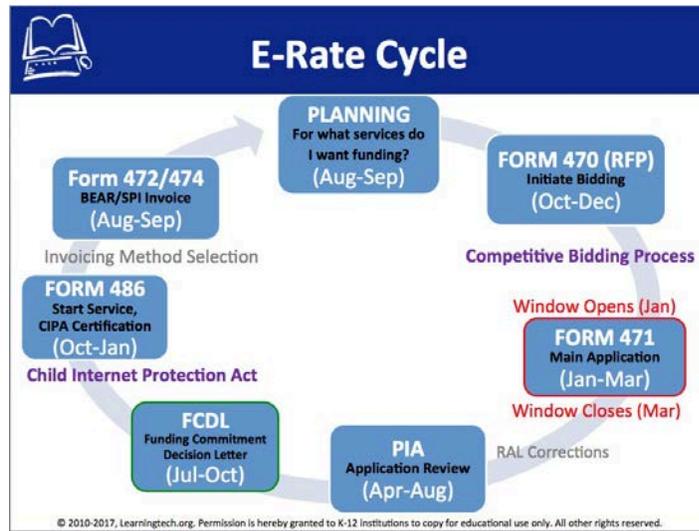
E-Rate Executive Summary

References

E-Rate deadlines are exacting, and often challenging, particularly if competitive bidding for a large project is required first and board approvals are required for vendor selections. The following references describe the E-Rate process.

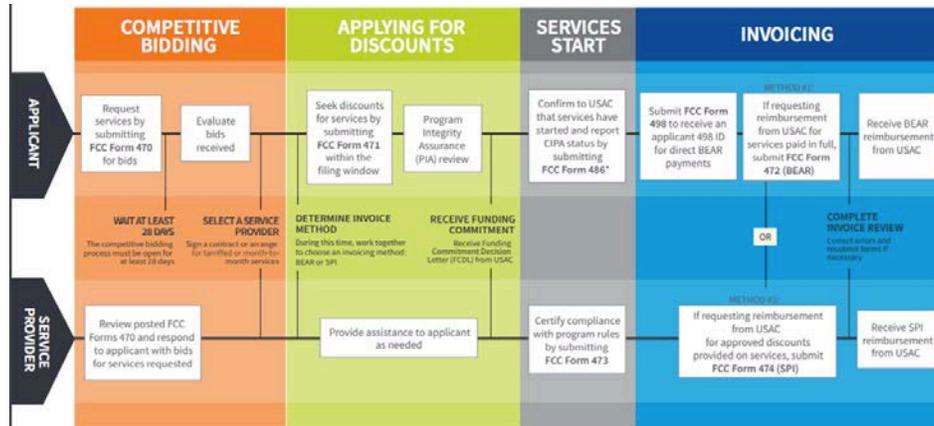
E-Rate Cycle

The E-Rate Cycle includes the following steps. At any time, tasks for 3 overlapping funding years are typically active. Each year the E-Rate application-filing window varies slightly. Usually, it is January to March preceding the start of the Funding Year. Exact dates for each funding year filing window are posted on USAC's website, generally with a few weeks notice.



Application Process

The Schools and Libraries (E-Rate) Program APPLICATION PROCESS is described by 4 phases (https://www.usac.org/_res/documents/s/pdf/handouts/application-process-flow-chart.pdf).



Coversheet

Monsenor Oscar Romero Executive Administrator Report

Section: III. Items Scheduled For Information
Item: G. Monsenor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: MORCS Responses to Guiding Questions 11.15.19.pdf



**Annual LAUSD Performance Oversight Visit
Guiding Questions
11.15.19**

LINKS TO QUESTIONS/RESPONSES:

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Special Education Questions
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1. Analyze the school’s CAASPP (SBAC) academic performance results. Based on your analysis:

a. To what does the school attribute the decreases in performance in ELA and Math school-wide and for all subgroups.

Our 2018-2019 school year started out with some unique challenges. One of our Math teachers resigned a few days before the school year started. Although we were able to secure a long term sub, the substitute never went through the summer training sessions which focused on Standards Based Grading and other trainings that focused on our hallmarks as an organization. Although this is only one teacher, the impact was widely felt because there are only six total math teachers at the school.

In addition to losing one of our Math teachers a few days prior to the beginning of the school year, our Math teachers were using the Power Teaching Math program, which did not offer any scaffolded supports or an adaptive learning platform for our students. Teachers expressed interest in exploring other curriculum for Math, which took place throughout the course of the school year.

Our ELA teachers also had the task of creating their own curriculum, using programs like Achieve3000 to support in areas like informational text and vocabulary development. We lacked an adaptive component in ELA to help support teachers with providing interventions in areas of need. We have traditionally relied on programs like SFA to provide structured intervention supports in the area of reading, but that did not carry on to ELA classes, making it difficult for teachers to provide in-the-moment interventions because of the varied levels of mastery that are in one classroom. Overall, not having adaptive platforms that give students the opportunity to build their skills made it very difficult for our Math and ELA teachers to provide the necessary supports to prepare students for grade level lessons.

MORCS also transitioned onto a new campus during the middle of the school year (January 2019 to be precise) which took away a lot of our staff's attention from instruction. Now that we are settled into the campus, we feel like we can focus much more on teaching and learning, instead of exerting time and energy packing and moving, as well as establishing new rules, protocols, and expectations on the new campus.

Finally, at the beginning of the 2018-19 school year, we acquired a new School Lead (Executive Administrator) as well as a new Coordinator of School Culture and Climate. With such a drastic change to the leadership team, several months were spent assessing the needs of the school and the instructional program, and essential programmatic changes were not made until mid- to end- of school year, until the School Lead could determine what the highest leverage needs and actions were. Now that the admin team is well established, we feel that this school year we were able to create the foundations for a stronger academic program, which we anticipate will result in higher CAASPP proficiency.

b. Please address the plan that outlines the actions of the school's Governing Board, and school-site leadership to improve overall student academic performance in both ELA and Math as measured by the CAASPP assessments.

Our teachers are using Standards Based Grading and have been instructed to deliver instruction based on learning outcomes that are bite-sized to allow for more precise monitoring of student mastery. Teachers engage in this by unpacking a standard in their weekly lesson plan to create a set of learning outcomes that will help drive their instruction for the week. This encourages teachers to have a deeper understanding of a student's level of mastery because they are assessing a standard from multiple assessments.

In addition, we are also conducting interim performance tasks and common assessments throughout the school year to expose students to the rigor and complexity that they will be seeing when they take the SBAC in May. After administering our common assessments and performance tasks, we will dedicate time to do a data dive with teachers and to plan for next steps with their departments and students.

This school year we also started a Math Support class during our Enrichment block to provide deeper interventions for students who need them. Our math support groups are made up of 2 classes per grade level, with each consisting of 15-16 students. In total, about 30 students per grade level (90 schoolwide) are participating in our Math support classes. Teachers are using standard specific data that is pulled from our diagnostic assessment to help students build their skills in growth areas. Students also have time to work on iReady, which is an

adaptive platform that provides support in Math and ELA based on each student's individual needs. Students were selected for these groups based on their diagnostic results, allowing us to group students who require similar interventions together in one class. This format has given our math teachers a platform to pre-teach and reteach concepts as appropriate.

Lastly, as mentioned in the previous question, we adopted a new math curriculum (Ready) that offers a much richer and more differentiated degree of resources for our math students. While we only have diagnostic and intervention materials for ELA (whereas we also have core curriculum for Math), we are seeking to adopt the full ELA curriculum in the following year.

c. In addition, provide a status report as to the current progress the school is achieving in continuing the growth.

Currently, our teachers have been using diagnostic results for iReady Math and iReady Reading to help create groups and drive their instruction. Our diagnostic results have allowed us to see how many students are below grade level, and has also given us suggested topics to teach each group to help increase their mastery of standards. Our next diagnostic will take place in early December and will give us the necessary data to determine the growth and progress for each of our students and subgroups. The iReady diagnostic exams are powerful tools as they purportedly provide results that are aligned very closely with SBAC proficiency. The design of the assessments also provide students with an online, adaptive testing environment, similar to the CAT portion of the SBAC. Also the diagnostic tools that iReady provides allows teachers and administrators to identify individual instructional areas of need for students as well as group-level needs and resources in order to provide effective intervention for our students.

2. Provide the school’s internal assessment results from the beginning of the year to the most recent assessment, to include the following: (1) the number and percentage of students being tested for each assessment (pre and post), (2) the number and percentage of students scoring in the Not Meeting, Nearly Meeting, Meeting and Exceeding categories for each grade level and significant subgroup.

a. Include an analysis of identified strengths and weaknesses.

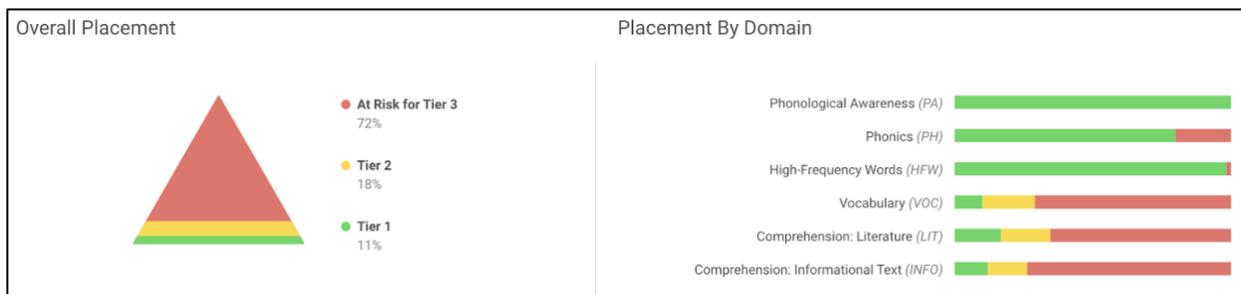
As of today (Nov 15th), we have only administered our first iReady Diagnostic assessment. The second iReady Diagnostic is scheduled for the first week of December, which is when we will have actionable growth data. We did administer another schoolwide interim assessment in October (an ELA Performance task and a mid-cycle Math Assessment), but since these were different in type than the iReady Diagnostic, we do not have growth data from this.

The results of the iReady Diagnostic below are a reflection of where our students currently stand in the areas of Reading and Math. Overall, the majority of our students fall in the Tier 3 range (2 or more grade levels below), with only 11% at the tier 1 range (at grade level) for Reading and 6% at the tier 1 range (at grade level) in Math.

iReady Diagnostic 1 Results (Reading)									
	Overall	6th Grade	7th Grade	8th Grade	English Learners	RFEP	IFEP	EO	SPED
At Risk Tier 3	71.75%	68.38%	68.07%	77.12%	96.12%	62.76%	35.00%	71.88%	94.29%
Tier 2	17.51%	23.08%	18.49%	11.02%	3.88%	24.49%	30.00%	12.50%	2.86%
Tier 1	10.73%	8.55%	12.61%	11.02%		12.76%	35.00%	15.63%	2.86%
No. of Students	354	117	119	118	103	196	20	32	35
iReady Diagnostic 1 Results (Math)									
	Overall	6th Grade	7th Grade	8th Grade	English Learners	RFEP	IFEP	EO	SPED
At Risk Tier 3	67.70%	61.54%	68.91%	72.50%	92.23%	55.84%	45.00%	75.76%	91.43%
Tier 2	26.69%	30.77%	29.41%	20.00%	7.77%	36.55%	45.00%	18.18%	8.57%
Tier 1	5.62%	7.69%	1.68%	7.50%		7.61%	10.00%	6.06%	
No. of Students	356	117	119	120	103	197	20	33	35

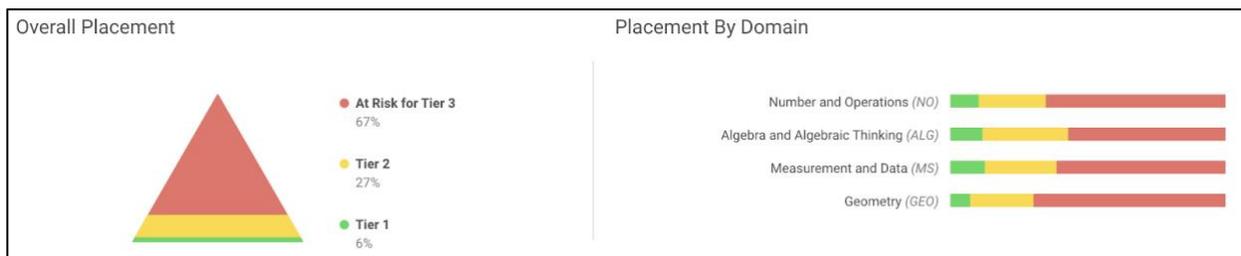
In ELA, our students performed highest in Comprehension of Literature with 17% at the tier 1 range (grade level), 18% in the tier 2 range (1 grade level below), and 65% in the tier 3 range (2 or more grade levels behind). Our students struggled the most in the area of Vocabulary Development, with 10% of our students in the tier 1 range (grade level), 19% in the tier 2 range (1 grade level below), and 71% in the tier 3 range (2 or more grade levels behind).

- 96% of our English Learners are performing at the tier 3 range (2 or more grade levels behind) and only 4% at the tier 2 range (1 grade level behind).
- 94% of our Students with Special Needs were in the tier 3 range (2 or more grade levels behind), while 3% were in the tier 2 range and the remaining 3% performed at grade level.



In Math our students performed highest in Measurement and Data with 13% at the tier 1 range (grade level), 26% in the tier 2 range (1 grade level behind), and 61% in the tier 3 range (2 or more grade levels behind). Our students struggled the most in the area of Geometry, with 7% of our students in the tier 1 range (grade level), 23% in the tier 2 range (1 grade level below), and 70% in the tier 3 range (2 or more grade levels behind).

- In Math, 92% of our English Learners are performing at the tier 3 range (2 or more grade levels behind) while 8% are performing at the tier 2 range (1 grade level behind).
- In Math, 91% of our Students with Special Needs were in the tier 3 range (2 or more grade levels behind), while 9% were in the tier 2 range (1 grade level behind).



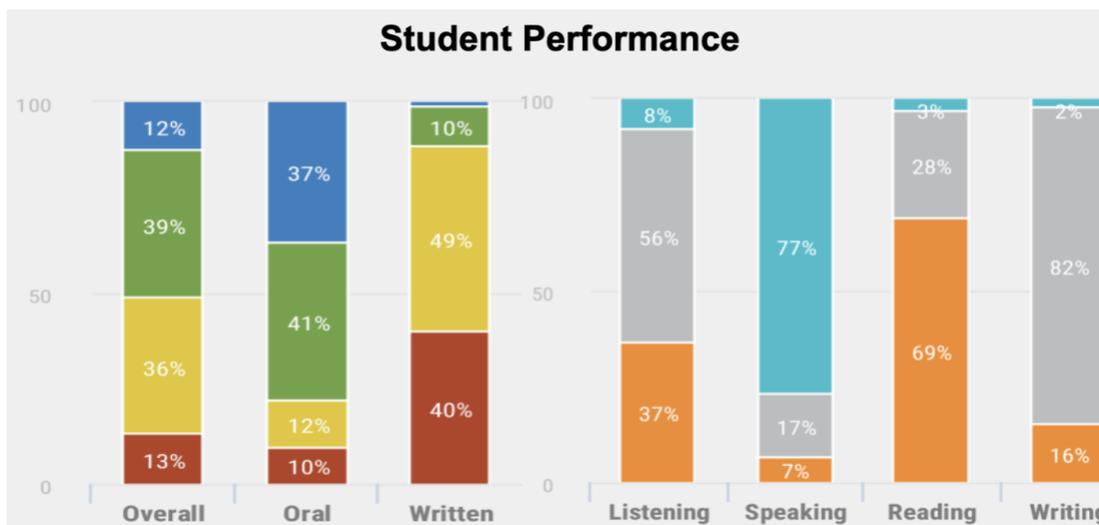
b. How is the school adjusting their practice to support students academically for the remainder of the school year? From iReady results (aligned to YPICS charter board meeting June 17, 2019)

Our school is adjusting practice by using the data and information provided by our iReady diagnostic results to drive their lesson planning and approach to instruction in their classrooms. This year, an area of focus at our organization wide Teacher Professional Development sessions is Success for All (SFA) strategies across the curriculum (ie. in every gen-ed class). Within the SFA strategies, one of the elements of focus is vocabulary, specifically being able to use context clues to determine meaning of new words. Each cycle also contains a focus on vocabulary that requires students to place focus on learning new words that pertain to the book that they are reading. In addition, we have asked teachers to include a word wall in their room environment that includes key words for their

lessons and current unit so that they are intentionally exposing students to academic vocabulary regularly.

Our teachers are also using their iReady diagnostic results to group students strategically for instruction in Math and ELA. Many of our teachers have adopted the use of stations in their classrooms to provide a blended learning environment for students. In this set up, teachers give students an opportunity to use the adaptive components of iReady, which focus specifically on skill building to get students up to grade level. Teachers who have adopted this set up are also using strategic grouping for instruction, providing targeted instruction based on the data and suggested learning topics that are provided by the iReady diagnostic system. Overall, the goal is to have teachers internalize the data that is being provided to them by the iReady system so that they can have a data driven classroom focused on providing the best supports possible to help our students catch up academically.

3. Analyze, and reflect on the results of the Summative ELPAC results and provide identified strengths and weaknesses.



a. Address how the school is adjusting instructional practice to support English Language Proficiency?

Our ELPAC results for the 18-19 school year indicate that our students performed best in the Oral domains, excelling particularly in the area of Speaking with an average performance level 3. Our students struggled the most in the Written domains, particularly in the area of Reading with an average performance level 1. This school year, we were strategic about how we placed students in their reading intervention classes (SFA) to ensure that they were grouped by mastery levels. This has allowed us to create leveled reading groups, with our strongest reading teachers leading the groups that require the most intense interventions. In addition, we have created EL (English Learner) Snapshots for our lowest level English Learners that include goals based on their ELPAC performance and recommendations for individualized classroom supports and accommodations, domain specific objectives, and information on how our academic aides will work with these students to ensure that they have the necessary supports to reach their goals. These are included in the grade level snapshot binders that our teachers have in their classrooms.

b. Include English Learners, At-Risk students and Long Term English Learners.

Our lowest level English Learners, most of whom are newcomers, have an assigned ELD support class during our SFA block every morning. In this class, they get to work on language specific skills through the use of our adaptive programs (iReady, Achieve3000!, and Duolingo) and receive support from our academic aides to make sure that they are practicing reading, writing, speaking, and listening skills.

The majority of our At-Risk and LTEs are in a leveled reading classe during our SFA block and receive instruction at their current performance level. Many of those students are in the level 4 class with Ms. Harry, where a majority of the focus is placed on reading and writing. Making sure that students were placed in the appropriate class was key to ensuring that they are receiving instruction that meets their academic needs.

4. Describe the implementation protocol for data cycles at the school – include cycles for both formative and summative data. From results of formative and summative assessments (define each and process) (aligned to YPICS charter board meeting June 17, 2019 and 2018-2019 oversight notes (O4)). Include a status update from the annual oversight 2018-2019.

While this continues to be an area of growth for us, we have made some progress and we have set in motion plans that will contribute to a strong data cycle for MORCS.

Formative Data Cycle:

- iReady – With the adoption of iReady Diagnostic resources, we administered our first round of ELA and Math diagnostics during the week of August 12th, 2019. Aligned with the recommendations and design of the iReady program, we will administer two more diagnostics in ELA and Math during this school year, the week of December 2nd, and the week of March 2nd.
- Data analysis protocol – following the administration of the first iReady diagnostic, Curriculum Associates (the organization who provides iReady), conducted a data dive with our instructional staff on September 23rd, which walked teachers through the process to using the iReady tools to identify areas of need for individual students and groups. Using the iReady resources, teachers made plans to re-teach key standards, and to adjust their instruction to spiral other standards into review sessions and lessons.
- ELA Practice Performance Task / Math Common Assessment – In order to gather formative data in between the iReady diagnostic windows, and to give students practice with assessments within the format and rigor of the CAASPP Performance Task, we administered the ELA Practice Performance Task to all students during the week of October 28th. During the same week, we offered a common assessment in Math to all students, using iReady assessment resources. On November 4th, we had staff engage in a “critical friends” protocol, using the data collected during these assessments to identify areas of strength and growth in terms of student proficiency. Teachers then used these results to plan re-teaching, modifications, and adjustments to their lessons in order to ensure that they supported students in these high-need areas
- Our Executive Administrator and Coordinator of Instruction have attended several trainings with the Relay Graduate School of Education this year, most recently on November 7th and 8th. Aligned with these trainings, we intend to implement weekly data review meetings with teachers beginning next month. These data meetings will focus on Exit Ticket data for individual teachers, and formative assessments that demonstrate student mastery of the daily learning objectives in their classes. As part of the weekly data meeting process, we will coach teachers in identifying

gaps in learning, so that they can modify and re-teach important concepts based on student data

Summative Data Cycle:

- ELPAC – The annual ELPAC exam is an invaluable source of data in terms of language acquisition for our English Learners in the domains of reading, writing, listening, and speaking
 - CAASPP – The annual CAASPP exams provide important summative data regarding student proficiency in ELA and Math
 - Data Dive Protocols – Once we receive the results for either ELPAC or CAASPP, we will guide the staff through a data dive, that involves an analysis of trends in the performance data. Once areas of strength and growth are identified, instructional staff will discuss both programmatic and instructional next steps that will target the biggest gaps in student learning as well as to enhance the rigor and supports provided to all students, as well as specific subgroups
 - Unit/Mastery Assessments – As a mastery-based grading school, teachers employ unit assessments to assess the student mastery of specific standards throughout the school year. These results contribute to provide progress reports for students and parents which are published every five weeks. Teachers also use the information to assess which standards need to be re-taught and what modifications need to be made to their instruction in order to maximize student learning and proficiency.
-

5. Describe and provide a status report on the implementation of the key features outlined in the approved charter.

At MORCS, we are proud to serve the communities of Koreatown and Pico-Union, which include a large number of immigrant students, as well as socioeconomically challenged families. We continue to provide a safe learning environment, to represent the spirit of service that Monsenor Oscar Romero championed, and to prepare students for success in high school, college, and as lifelong learners.

As described in our approved charter, we continue to provide a **small learning environment**, with a current enrollment of 353, so that students can learn in an environment where staff know their names, their families, their backgrounds, and their learning needs.

MORCS utilizes **Standards (Mastery) Based Grading** in all general education classes so that students are accountable for mastering the learning material rather than simply being graded on the submission of busy work. Our implementation of Mastery Based Grading is solidified, although we continually work to perfect these practices with individual teachers.

Again, following the example of Monsenor Oscar Romero, MORCS provides **service learning projects** and opportunities every year to every student in the form of CASA projects. Every student has multiple opportunities in a given school year to plan service learning events, which include supporting the growing homeless population in our city to cleaning up the environment and ensuring that our community has a safer and healthier place to live.

The opportunity for students to engage in **Project Based Learning** continues to be a focus for our school. Admittedly, during this school year, we were unable to devote as much time in PD for PBL preparation because we wanted to focus on the Get Better Faster teaching and coaching strategies, we continue to have the expectation that teachers provide PBL projects for their students and plan to find time to support this expectation in the second semester.

We have increasingly encouraged and supported our staff in implementing **inquiry- and student-based learning**, which describes a classroom in which students bear the brunt of the thinking involved with the learning experience (rather than the teacher). In an inquiry-based learning classroom, students are actively reading, writing, discussing, and thinking, in order to uncover the learning material, as opposed to the traditional model of teaching and learning wherein the teacher simply lectures, and the students passively listen, then later regurgitate knowledge back out to demonstrate "mastery".

MORCS is proud to have strengthened our **technology Integration** even since the charter petition was last approved. We provide one-to-one computer

access for students in every classroom, and also provide differentiated professional development for teachers on how to successfully utilize technological tools with their students. This continues to be an important aspect of education for our students who are growing up in a world where technology permeates all aspects of our lives.

MORCS continues to implement literacy instruction every day for all students through the **Success for All** instructional program. Every morning, all students have SFA class for 45-60 minutes, during which they practice their reading, writing, listening, and discussing skills in differentiated cohorts across the school. All teachers, regardless of their credential, teach students during SFA class and also implement SFA strategies throughout the curriculum. We reinforce and support teachers in successfully implementing this program during trainings before and throughout the school year.

6. Provide the CSD with an update about the school’s implementation of its LCAP and describe what is working well and what areas need further growth and attention. (Please do not “cut and paste” directly from LCAP).

Since the new administrative team was formed in 2018 and we have moved into the new facility in early 2019, we were able to create stronger foundations for our academic program, as aligned with the 8 state priorities and our LCAP goals and actions. There remain several areas of growth in terms of LCAP implementation, mostly aligned with academic results, as it will take additional time for our recent programmatic improvements to translate into stronger performance metrics.

LCAP Areas of Strength/Progress:

<i>LCAP Goal</i>	<i>Analysis</i>
1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	As detailed in Guiding Question 7a, we adopted new curriculum this school year (Ready Math, by Curriculum Associates), which is aligned with the CCSS and is highly rated by third-party curriculum reviewers (ie. Edreports.org). This, along with the professional development trainings provided by Curriculum Associates, is a major step in ensuring that students have access to standards-aligned materials and curriculum. We have also adopted a new assessment and diagnostic tool called iReady, which is also created by Curriculum Associates, and which provides students with quality assessment and intervention materials in ELA and Math. Finally, by providing weekly feedback to each teacher on their lesson plans, including the standards covered each day, we are providing direct support for teachers in terms of providing quality, standards-aligned instructions and materials.
1C: Clean and Safe School Facility	MORCS continues to work diligently to ensure that the new facility remains clean and safe for all students and staff. We are in constant communication with LAUSD and appropriate vendors to ensure that necessary repairs and cleaning are done on a daily basis. We also encourage students to take ownership of their campus and to ensure that their learning and playing spaces are kept as clean as possible.
2A: Teachers will participate in annual and ongoing professional development on the	In alignment with the training provided by the Relay Graduate School of Education, MORCS provides its teachers with professional development focused on the Get Better Faster Scope and Sequence (which is attached in PDF form alongside these responses, and also linked here)

<p>implementation of CA Common Core State Standards</p>	<p>http://www.samsconnect.com/wordpress/wp-content/uploads/2013/01/Santoyo-Keynote.pdf</p> <p>This year, we also provide each teacher with weekly lesson plan feedback on an internally developed template which includes identification of Common Core State Standards being taught each day.</p> <p>Finally, these supports are reinforced by weekly observations and coaching provided to all teachers. In the next month, we will also begin implementing data review meetings which will focus on how student assessment results, so that teacher can use data to determine which CCSS standards need to be re-taught and reinforced.</p> <p>Finally, teachers are provided professional development on Mastery Based Grading which reinforces earning proficiency on the CCSS, rather than simply completing assignments and tasks in order to improve their grade(s).</p>
<p>3A: Maintain parent representation on the Parent Committees</p> <p>3B: Conduct a minimum of six (6) family meetings per year.</p>	<p>Three parent representatives (who have been elected by all MORCS parents) to the School Advisory Council have the opportunity to meet every other month and provide input towards key school initiatives and systems. In addition to the SAC committee, parents communicate directly with the administrative team during monthly “Café con los Directores” (y Maestros every other month).</p> <p>Lastly, a variety of parent workshops are offered on a weekly basis including ESL classes, Graciela’s Dream College Workshops, College Readiness workshops, and School to Home trainings, to name a few. (See more details in <u>Binder 3, Section 3.4d</u>).</p> <p>In addition to a fall and spring parent conference weeks, this year, we also included a fall parent classroom walkthrough, during which parents had the opportunity to observe all teachers on campus and provide feedback regarding areas of strength and growth that they observed. The admin and leadership teams reflected on this feedback in order to improve the instructional program at MORCS.</p>
<p>5A: School will maintain a high Average Daily Attendance Rate (ADA)</p>	<p>We are happy to report that in the 2019-20 school year, we have the highest enrollment count since MORCS was founded 12 years ago! Our current enrollment is 353, which is significantly higher than last year’s average of about 340.</p> <p>Our ADA counts have been strong all school year, up until the current date. Our most recent ADA report showed us between 97% and 98%. We are happy to have</p>

	<p>maintained ADA in the upper nineties during the entire school year.</p>
<p>6: Monsenor Oscar Romero Charter School will maintain a low annual expulsion rate.</p>	<p>Our expulsion rate for the current and last year remains zero. Our suspension rate, which has been an area of concern in years past, has been minimized due to the increase of alternate methods of intervention including restorative circles and practices, Saturday school, the application of the Essential 5 student expectations on campus, the focus on grade-level routines and procedures, and the use of field trips, the student store, scholar dollars, and other programs to incentivize positive student behavior. To date, we have 3 out-of-school suspensions and 0 in-school suspensions.</p>
<p>7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational programs as stated in the school's charter.</p>	<p>In addition to state and federal mandated support programs such as IEPs, EL designated and integrated supports, SSPTs, and 504 plans, at MORCS we have created additional programs to ensure that all of our students have full access to the instructional program. For our English Learners, we have created and implemented "EL snapshots" which allow a collaborative team including parents, students, and staff to create language acquisition goals for English Learners based on the needs of each student. The snapshots also include individualized supports for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner.</p> <p>We have provided Math Intervention and Support classes at each grade level to provided targeted and differentiated instruction for students who are struggling in math. These math support classes are smaller in size to allow students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by Ready Math in order to pre-teach difficult lessons to students, as well as re-teach topics that students struggled with. Finally, students in Math Intervention also engage with Prodigy Math, and online, gamified program that allows each student to practice math concepts each at their own level of readiness.</p> <p>From August to October, we supported each general education classroom with a tutor, utilizing federal grants managed by Youth Policy Institute. With the abrupt closure of the YPI organization, we recently lost those tutors, but are strategizing and discussing how we can hopefully restore the classroom tutoring and supports.</p>

LCAP Areas of Growth

<i>LCAP Goal</i>	<i>Analysis</i>
1A: Maintain the appropriate assignment of fully credentialed teachers in the appropriate subject areas.	While appropriately credentialed staff are always provided in every content area, a recent teacher departure and some delays in the finalization of a couple teachers' credentials have led us to temporarily find coverage from substitutes in some classes. We anticipate and hope that these will be resolved within the next month.
1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Students do have access to standards-aligned materials and curriculum in all classes. This is an area of growth because the quality and usability of standards-aligned curriculum can vary greatly. Our students would benefit from updated core curriculum in English, Science, and Social Science, to complement the successful adoption of effective Math Curriculum this year.
4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessments.	Our students' performance on the CAASPP exams in the last few years has been a concern. In order to promote success in English and Math, we need to ensure that we have quality teachers and quality curriculum in every classroom. We need to train our staff on effective classroom management as well as high-leverage instructional strategies. Ultimately, Math and English proficiency are the most important of the growth areas on the LCAP, since these metrics give us the clearest picture as to whether we are truly preparing students adequately for high school, college and for a happy and successful life beyond college.

7. Review the schools progress in implementing CSD's areas of growth outlined in the 2018-2019 specifically:

a. CURRICULUM:

From oversight 2018-2019 (O3) the school is in the process of adoption of new curriculum for next year for ELA and Math. Ensure that a viable rigorous curriculum is available for all subject areas. In addition, provide an update in reference to this school and the Math curriculum (aligned to YPICS charter board meeting June 17, 2019)

During the 2018-19 school year, the YPICS organization conducted a thorough curriculum-selection process for math with the end goal of selecting an effective math curriculum for our schools. We initially reviewed over 20 objectively reviewed curricula for math and over the course of three months invited curriculum developers to demo their resources for us, and eventually decided upon Ready Math. Ready Math not only offered in-depth, Common Core-aligned, differentiated, and accessible curricular materials, but they also offered invaluable assessment, diagnostic, and intervention resources that promised to support teacher heavily in identifying key areas of need for their students on a regular basis. The YPICS Math Curriculum Adoption Process has been attached in PDF form alongside these responses.

So far, the curriculum adoption has been very successful. Teachers and students are benefitting from use of the highly structured materials, and are using the diagnostic and intervention tools in grade-level instruction as well as during math support classes to target specific areas of need for each student. Curriculum Associates, the company that offers Ready Math, has been very supporting in terms of offering three professional development sessions for all math teachers throughout the school year, focusing on effective utilization of the curriculum, and how to provide effective intervention for struggling students that is tailored towards their specific needs.

As an organization, we plan to adopt a similar curriculum adoption process for ELA, Science, and Social Science curriculum with an emphasis on ELA for the upcoming school year.

b. CULTURE AND CLIMATE/KEY FEATURES

i. What has the school done to address the different stages of PBL? (in reference to the oversight and the alignment of the YPICS charter board meeting June 17, 2019).

This school year we have placed most of our focus on management and rigor to make sure that our teachers have the foundations in place to ensure the delivery of high quality instruction. Because of the addition of the Relay coaching model, we have looked at PBL through the lens of service learning, using the CASA curriculum in our ELA and Social Studies classes to prepare

students as they plan and create projects that will help inform the community of areas of need. Each grade level has taken their students on a community walk where students identified assets and deficits in the community. This is followed by having students brainstorm ideas for solutions to the deficits, or areas of need, that they identified in their community walk. The final phase will require students to develop a project that they will present at our CASA night, where parents and community members will be invited to attend and learn about their projects. Teachers are given time to discuss and plan for their CASA projects every other week at our professional development sessions, with our ELA teachers leading each grade level while the other teachers support as necessary. This approach to culturally relevant projects is a year long process that culminates with a presentation of their signature projects by May 2020.

ii. Based on the conversation with the leadership team, the school is in the process of continuing to create processes to share information with employees regarding systems to communicate and gather input to support the school programs and to include engaging opportunities for staff members to gain understanding of the decisions made at the school, describe systems for communicating and process for data collection – provide data and progress.

Our administrative team and school are focused on continually improving with regards to our communication systems with staff, students, and parents. We have employed multiple methods of communicating in various ways:

Communication from Admin to Staff:

- EA Bulletin – on a weekly basis, the Executive Administrator (Principal) publishes a bulletin outlining upcoming events, shoutouts, and important reminders (attached as PDF)
- MORCS Staff Portal – An online document accessible to all staff contains all important school documents, announcements, and updates for staff's easy reference (attached as PDF)
- MORCS Master Calendar – An online, public calendar is accessible to all staff so that they can review upcoming events as well as schedules and any other important school calendar information (attached as PDF)

Two-way communication:

- Weekly Ops Meetings – each Tuesday a staff meeting (separate from our weekly PD meeting) occurs to allow admin to discuss significant updates, announcements, and events. In presenting these, staff are always given time to respond with questions/comments/and concerns (sample Ops meeting survey results are attached as PDF)
- Slack Announcements, grade-level channels – Utilizing the “Slack” platform, multiple communication channels exist for staff to communicate regarding important school operational and instructional items. Channels include 6th grade, 7th grade, and 8th grade channels for grade-specific

discussions, a MORCS-Announcements channel for all-staff announcements, MORCS-Emergency for emergencies, and various other channels that allow staff to easily communicate with one another, including administration

- Grade-level meetings – recently, we have asked School Culture and Climate administrators to join weekly grade-level meetings so that they can provide updates on student interventions and also listen and gather information regarding student needs.

Systems for Collecting anonymous staff feedback (general and specific):

- YouthTruth Survey – Twice a year staff are given the opportunity to provide comprehensive and anonymous feedback regarding all aspects of school governance and operations. The results are discussed by the executive team for YPICS and shared with the governing board. Programmatic changes are made with this feedback in mind
- Teacher Lead (feedback) – Recently we have implemented a system where the schoolwide Teacher Lead is asked to gather feedback from all departmental leaders regarding the operations of the school. The teacher lead then meets with the Executive Administrator (EA) / Principal to share the staff-wide feedback anonymously. The EA reviews the feedback, then shares it along with next steps with all staff in an email and works with the admin team to execute the next steps (feedback attached as PDF)
- Stakeholder Complaint Process – Staff, students, and parents each have a similar complaint process. Staff are instructed to provide a written complaint to their supervisor or the supervisor of the individual whom the complaint is written about. If their concerns are not resolved in a reasonable amount of time, the EA will then address the concerns. If the EA does not address the concerns to their satisfaction, next is the HR Director for YPICS, then the Executive Director, and finally the Board of Trustees. (Stakeholder Complaint Process attached as PDF)

Decision-making opportunities for staff:

- School Advisory Council – The SAC committee consists of 12 members, 5 of which are elected staff members. The SAC team meets at least 6 times in the school year and discusses the most significant school events and issues, including budgetary decisions, school policies, and the school plan for improvement (LCAP). (SAC agenda attached as PDF)
- MORCS Leadership Team – The MORCS Leadership team consists of grade-level leads, Instructional team members, administrators, and any other staff who has a leadership role on campus (ie. advisory lead, student government lead). The leadership team meets every six to eight weeks and provides each other with updates from each department and discusses pertinent schoolwide events and matters (MORCS Leadership agenda attached as PDF)

- LIT Team, grade-level teams, and other committees (ie. Student recognition committee, attendance committee) – Staff have the opportunity to discuss and implement student supports and improvements to the school program through various committees that are scheduled to meet once a month during Monday PD. However, we discovered that since Monday PD time is often interrupted by holidays, the committees haven't met as often as we would have liked. We are planning to revisit the committee meeting schedule for the second semester. (YPICS committee structure attached as PDF)

c. What is the schools coaching cycle? Provide progress and next steps.

This year we have adopted the Relay coaching model. Mr. Quon and Mr. Zepeda attended a summer program run by the Relay Graduate School of Education where we were introduced to trajectories (Management and Rigor) grouped by phases that provide a scope and sequence platform for teacher growth based on their current level of performance. The model provides a scaffolded approach to coaching, looking at two different trajectories (Management and Rigor), placing emphasis on classroom management and the development and delivery of rigorous content in a classroom.

Our coaching has been split between 4 members of our Instructional Leadership Team. Mr. Zepeda is currently coaching 8 teachers, Mr. Quon is coaching 3 teachers, and we have two classroom teachers who are each coaching 1 teacher. We chose to focus on the management trajectory for the first 3 months of school, and have started data meetings with teachers who are ready to move on to that particular element of coaching. When we observe teachers and give them feedback, our focus is on the elements outlined by the trajectories, which helps keep us aligned to the Getting Better Faster model that is taught by Relay. Our goal is to begin data meetings (Rigor) with all teachers by December.

8. Provide, targeted instructional practices that we will observe school-wide tied to specific data analysis results and your professional development plan (3-4 at most) as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits). Include your professional development plan. Per the annual oversight report for 2018-2019 and the YPICS charter board meeting include: Culture and Climate strategies and instructional strategies that will be observed.

Standards Based Grading

- Part of our practice this year has been to focus on rubrics that are student friendly and focus on student objectives. Our rubrics have a 1-4 scale that outline the skills that must be demonstrated to determine mastery. Classrooms will have their learning outcomes posted on their board which will correspond directly to the rubric that students are using for the assignments/activities that they are engaging in for the day. Each outcome is essentially a standard that is simply written in IWBAT or SWBAT form to ensure that they are presented in a way that is comprehensible for students.

Relay: Get Better Faster effective teaching strategies

- Our teachers will be using aggressive monitoring (Rigor trajectory) to monitor student understanding of their tasks and objectives. At one of our recent professional developments, teachers had the opportunity to map out a path of travel for aggressive monitoring, and practice each round to ensure that they are monitoring student learning effectively.
- In correspondence to the management aspect of GBF, you will see that grade levels have specific routines and procedures (Management trajectory). Before the school year started, grade levels had time to plan our routines and procedures together to make sure that the expectation was the same across the board for students in each grade level.
- Lastly, the first phase of the GBF framework focuses heavily on lesson preparation. We guided all teachers in creating an effective units plan in the summer, and are collecting, reviewing, and providing feedback on lesson plans every week. These lesson plans, along with their feedback, are included in the Binder #3 under section 3.3.

Success for All (SFA) Across the Curriculum + EL Support strategies

- Throughout our organization-wide teacher professional developments, an area of focus has been SFA strategies across the curriculum, specifically to support our English Learners in their classes. You will see the following at various levels of application in classrooms throughout your visit:
 - Visual representations of learning material (graphic organizers, charts, printed notes for some students)
 - Collaborative learning
 - Random selection
 - Vocab cards and foldables
 - Word walls
 - Structured note taking

- Sentence starters
- Posters with 4 reading strategies

SPECIAL EDUCATION:

1. What is the charter school's system for monitoring and supporting the education program for students with disabilities at the school?

Monseñor Oscar Romero Charter School welcomes all students with special needs to be a part of the school culture and to take advantage of all that is provided to students without disabilities. While our special education program is a resource model, we are able to support students with high needs who would typically be regulated to Special Day classrooms. The school sends out notices at the beginning of the school year alerting parents that we are a nondiscriminating campus and that all students are welcome. In addition to these Child Find obligations, upon noticing students that struggle we check to see if they have a special education profile in Welligent and determine what intervention is necessary. While Resource support is enough for many of our scholars, we do provide DIS services such as Counseling, Speech, OT, APE, ERICS, etc. when needed.

2. Please describe the professional development provided to staff regarding service to students with disabilities, including students with moderate to severe disabilities.

YPICS provides professional development to staff on various special education related topics. This year, we've provided PD on "Supporting All Learners," which focuses on academic supports, accommodations, and modifications of students with special needs, including those with moderate severe disabilities. "Special Education 101," which is an overview of our special education program, general education teacher responsibilities, and a description of all special education eligibilities. We have also help PD on "Verbal De-escalation Techniques" and fight responses to be used for students with behavioral concerns.

3. How is the development and implementation of the IEP driving academic achievement and behavior supports?

The development of the IEP drives all behavior and academic supports. Based on needs identified in the present level of performance, the IEP team are able to develop reasonable and measurable annual goals which pushes students closer to grade level proficiency. Goals & Objectives are reviewed weekly with students, and progress reports are sent to parents with their child's 10 and 20 week report cards. Depending on student progress goals can be amended via an IEP meeting at any point throughout the school year.

4. What are specific examples of student academic and behavior interventions implemented at the school site? How have they been successful? How do you know that these interventions have been successful?

Academic interventions include the use of SFA strategies across the curriculum, I-Ready, small group instruction/tutoring for students that struggle academically, and special education supports and services for students with IEPs. The school has implemented Positive Behavioral Interventions and Supports (PBIS) and continues to provide support/intervention at each level to address student behavior. Students who are referred, currently receive counseling support through Luminarias Institute Inc.

We also employ a Multi-Tiered System of Supports (MTSS) process as well as a Student Success and Progress Team (SSPTs) in order to identify and collaboratively address individual student academic/behavioral areas of need. Both processes are based on a referral system that all stakeholders can participate in. However, MTSS focuses more on identifying any and all necessary student supports with a variety of academic and socioemotional services in mind. SSPTs tend to focus on academic supports and identifying the root cause of a student's poor academic performance.

The success of academic interventions is gauged through test scores, assignment scores, grades, progress on programs such as I-Ready, Achieve 3000, and increased work completion in the classroom. Successful behavioral interventions are demonstrated by reduced behavioral referrals as well as an increase in positive and proactive behaviors.

5. How does the school ensure IEP compliance in reference to related services, accommodations and/or modifications for Students with Disabilities (SWD); how does the school ensure that delineated services and provisions are implemented with fidelity?

To ensure compliance in reference to related services, the school contracts with special education service providers to provide services that are not provided by BCHS staff. The school uses vendors like DirectEd Specialized Services and TES, Total Education Solutions, to provide counseling, Speech, OT, APE, DHH, etc. Services are monitored via reviewing service provider logs as well as reviewing the SER300 report weekly to ensure services are implemented with fidelity. All teachers are aware of students' accommodations and/or modifications at the beginning of the school year and following any new IEP meeting. RSP teachers also attend grade level meetings to address any concerns regarding implementation of accommodations. Additionally, the Director of Special Education, Executive Administrators, and Coordinator of Instruction meet on a regularly with the Resource team to discuss program needs and to review the 200 and 300 reports in order to ensure that services are being provided to fidelity and that IEP meetings, reports, and deadlines are being honored.

6. Per the school Self-Review Checklist, Students with Disabilities: 2018-2019, item 92 please identify your grievance designee.

If there is a Parent, student, or staff grievance that cannot be remedied at the school-site level, the Executive Director of YPI Charter Schools, Yvette King-Berg, is the grievance designee.

7. What systems does the school have in place for following up on informal parent complaints?

Once the school becomes aware of a parent complaint, a meeting is called to formally hear and document the parent's complaint. Once we understand the nature of the complaint, we work with the parent and student to find a quick and fair resolution. Resolutions may include, but are not limited to, a change to the student's schedule, a change in the way services are delivered, or the convening of a new IEP meeting.

Coversheet

Bert Corona Charter High School Executive Administrator Report

Section: III. Items Scheduled For Information
Item: H. Bert Corona Charter High School Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: BCCHS WASC Self-Study Fall 2019.pdf



Bert Corona Charter HS
ASC WASC/CDE Focus on Learning
Initial Full Self-Study
12513 Gain St
Pacoima, CA 91331

Submitted September 16th, 2019
Committee Visit October 27-30, 2019
(Rescheduled from April 7-10)

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Preface

The ASC WASC/CDE Self-Study reflection process at Bert Corona Charter High School (BCCHS) began in May of 2018. The initial date of the first full self study visit had been chosen for the week of April 7th through the 10th, but was graciously rescheduled to a date subsequent to the graduation of the first four-year cohort to attend the school. Because BCCHS is so small, with a current faculty of 12 educators, the school requested an alternative committee structure and it was granted. We entered into the process as a “committee of the whole,” with the use of professional development meetings, “Pan con Cafe” parent meetings, YPICS Leadership Meetings, local school leadership meetings, and SAC (school advisory council) meetings serving as the committees for discussing WASC self-study questions, and recounting the journey of the past four plus years. Parent and student feedback for this report were captured as a regular part of participating in the schools instructional program or its meeting structures that include parents (Pan con Cafe) and community members (School Advisory Council).

YPICS Leadership, teachers, and operations staff all contributed data, policy, analysis, synthesis, and perspective in the self-study development process, including Yvette King Berg (Executive Director), Ruben Dueñas (Chief Operations Officer), Kevin Myers (Director of Academic Achievement), Yesenia Zubia (HR Coordinator and Financial Manager), Ryan Bradford (Director of Technology and Integration), Yolanda Fuentes and Larry Simonsen (Executive Administrators), Susan Castellon (Coordinator of Operations), Nestor Garcia (Lead Teacher and data specialist), Mark Rothenay (Mentor Teacher and instructional specialist), Christina Soria (Yearbook Sponsor and Editor in Chief), Maribel Palafox (College and Career Counselor), Edwin Cruz (Coordinator of Culture and Climate), Maria Casteñeda (RSP Lead Teacher), Liz Gonzalez (Student Leadership Coordinator) and Isis Peña (Program Coordinator). All employees of the school, because of our democratic decision making processes, whether mentioned here by name or not, participated in creating what this report attempts to describe and explain. In allowing our “committee of the whole” process to unfold naturally within the communication constructs in place at the school, ASC WASC has ensured that the report we have created together reflects the highest possible authenticity and transparency.

Bert Corona Charter High School was founded, and is still standing, because of a small group of committed students, families, and leaders who worked for 8 years in order to successfully launch it. In its very young existence, it has already been through some very rough waters, including significant turnover of staff and loss of students in the most recent academic year. But as you will see when you visit, the returning staff and students have never been more content and excited to be KNIGHTS, and our new community members are truly on board with our vision. We are, in short, On F.I.R.E.

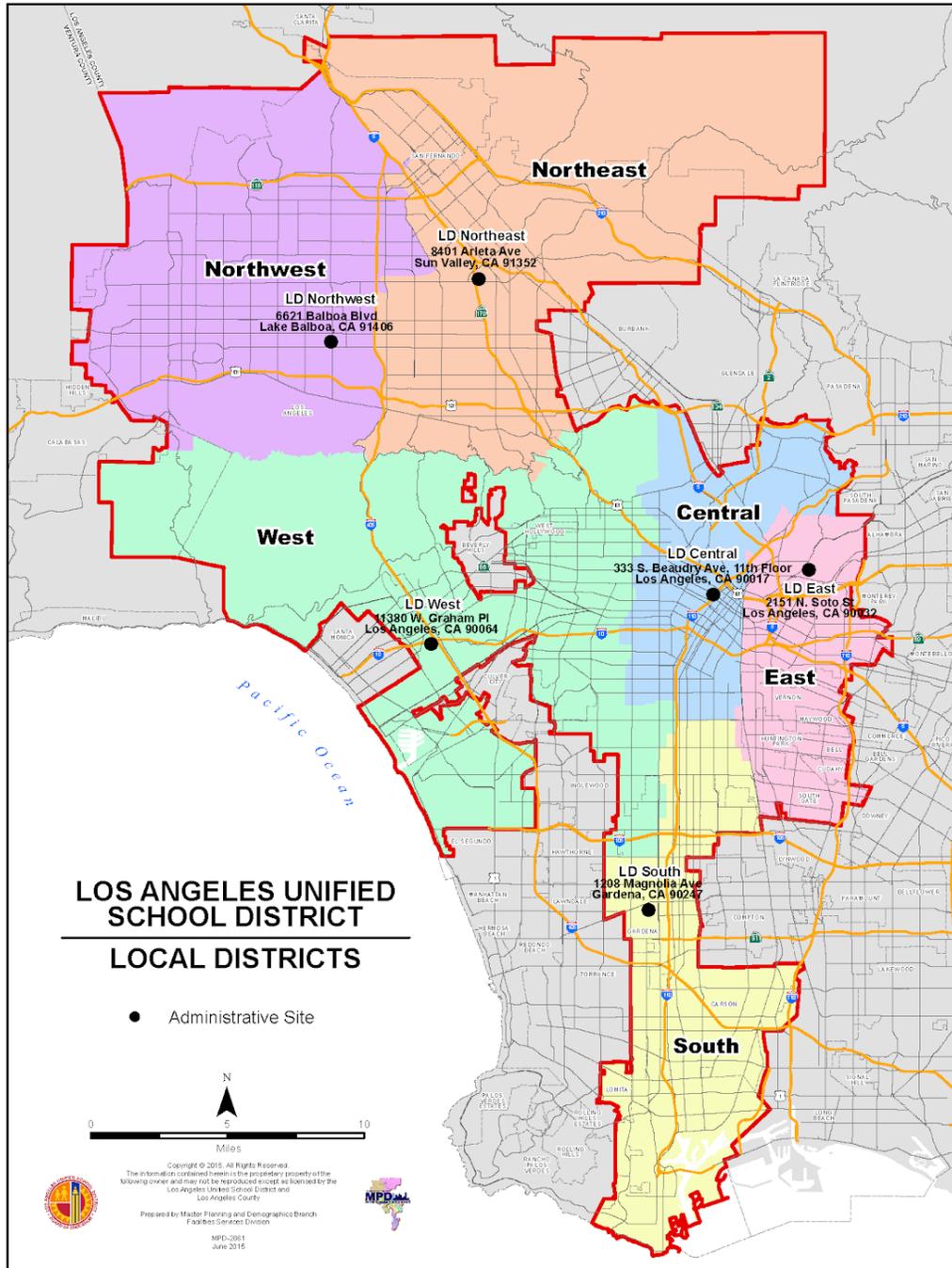
Chapter I: Student/Community Profile and Supporting Data and Findings

Bert Corona Charter High School (BCCHS) is a public, LCFF-funded, independent charter school in Pacoima, California. The school is one of three schools in the Youth Policy Institute Charter Schools (YPICS) charter management organization. Its charter is granted by the Los Angeles Unified School District (LAUSD). It is a Proposition 39 facility, operated on the campus of Maclay Middle School, a non-charter public middle school in LAUSD. Bert Corona Charter High School first opened its doors to students in August of 2015, and graduated its first cohort students in June of 2018. BCCHS currently engages 242 students in grades nine through twelve.

BCCHS is located in Pacoima, CA, a historically working-class, immigrant community in the San Fernando Valley region of the City of Los Angeles. BCCHS students come predominantly from Mexican American and Mexican Immigrant families living in local neighborhoods both in and around Pacoima. Students are accepted via an open enrollment process and, if it becomes necessary given grade-level limits written in the charter, a lottery. Students from Bert Corona Charter Middle School comprise the majority of incoming 9th grade cohorts. A concerned group of parents of Bert Corona Charter Middle School petitioned the Executive Leadership of YPI Charter Schools to create BCCHS as an alternative to large, comprehensive, LAUSD neighborhood high schools that, to them, felt both impersonal and unsafe. The student body of BCCHS reflects a trend in secondary education toward more personalized and intimate education settings. BCCHS underwent its initial WASC visit in the spring of 2016, and this initial accreditation is scheduled to expire in June of 2019.

Los Angeles Unified School District

BCCHS is located in the Northeast Local District of LAUSD, just southwest of the 118 / 210 interchange.



1. Demographic Data

BCCHS student body is reflective of local census data, and is similar to that of high schools in neighboring LAUSD schools. The ethnicity of the surrounding schools reflects a 1% to 6% range of African Americans, 1% Filipino, 1% to 3% White Non-Hispanic, and from 89% to 97% Hispanic or Latino student representation.

BCCHS 2018-2019 Enrollment by Ethnicity and Gender (year of first graduating 4-year cohort)

Grade Level	Female Hispanic	Male Hispanic	Male Not Specified	Male Black	Male Filipino	Female Total	Male Total	All Total
9th Grade	30	20	1	0	0	30	21	51
10th Grade	34	36	0	1	0	34	37	71
11th Grade	36	41	0	0	0	36	41	77
12th Grade	20	21	0	1	1	20	23	43
Totals	120	118	1	2	1	120	122	242
% of Total	49.50%	48.70%	0.40%	0.80%	0.40%	49.50%	50.40%	

2019-2020 Enrollment by Ethnicity and Gender (current school year)

Grade Level	Philipino Male	*White Female	*Whit e Male	Not Specified	Black /African American	Female Total	Male Total	All Total
9th Grade	1	26	23	1	0	27	24	51
10th Grade	0	16	15	0	0	16	15	31
11th Grade	0	27	26	0	1	27	27	54
12th Grade	0	21	31	0	0	21	31	52
Total	1	90	95	1	1	91	97	188
% of Total	.53%	47.9%	50.5%	.53%	.53%	48.4%	51.6%	100%

*These self-reported ethnicities are not non-Hispanic white.

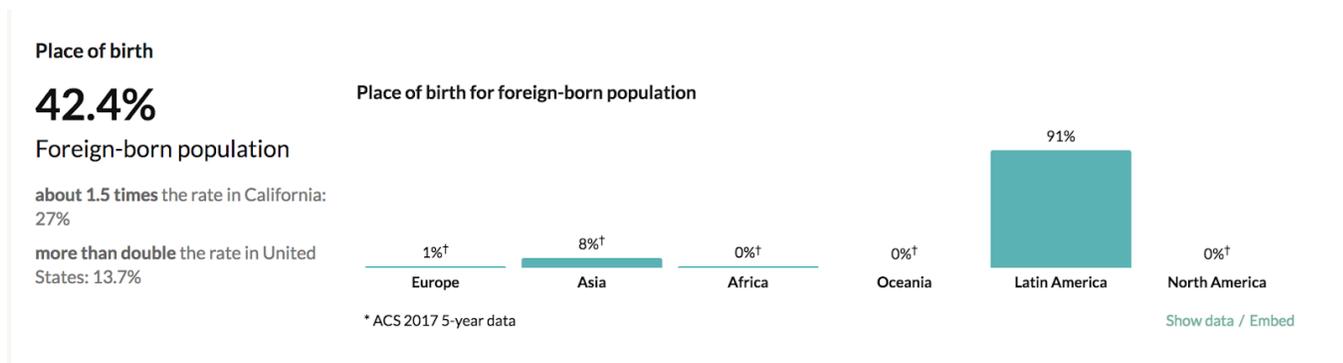
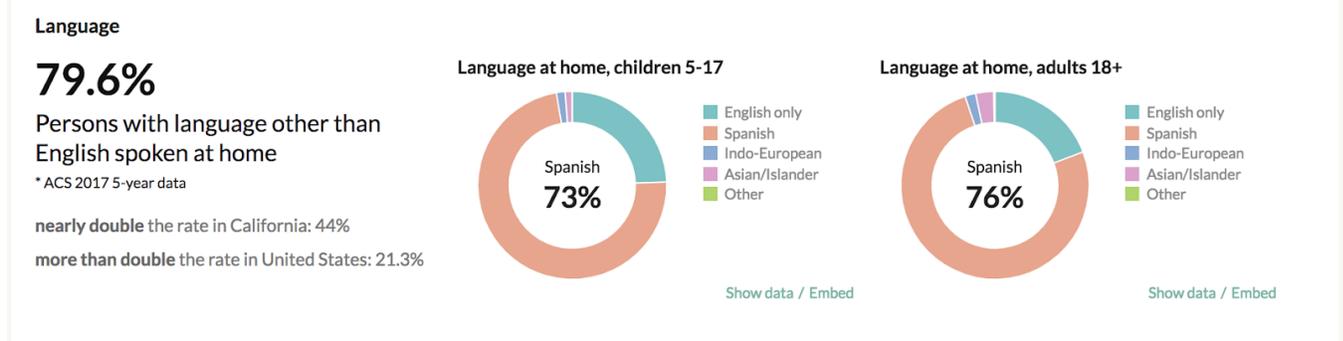
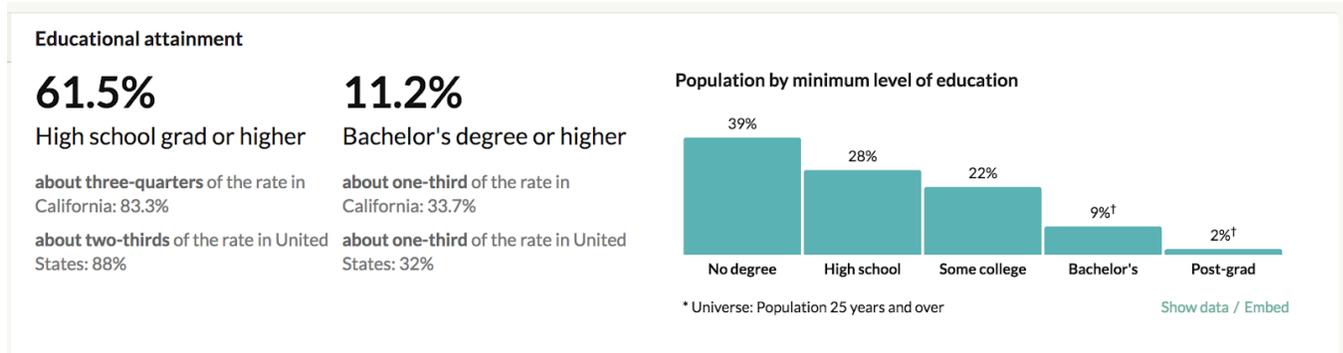
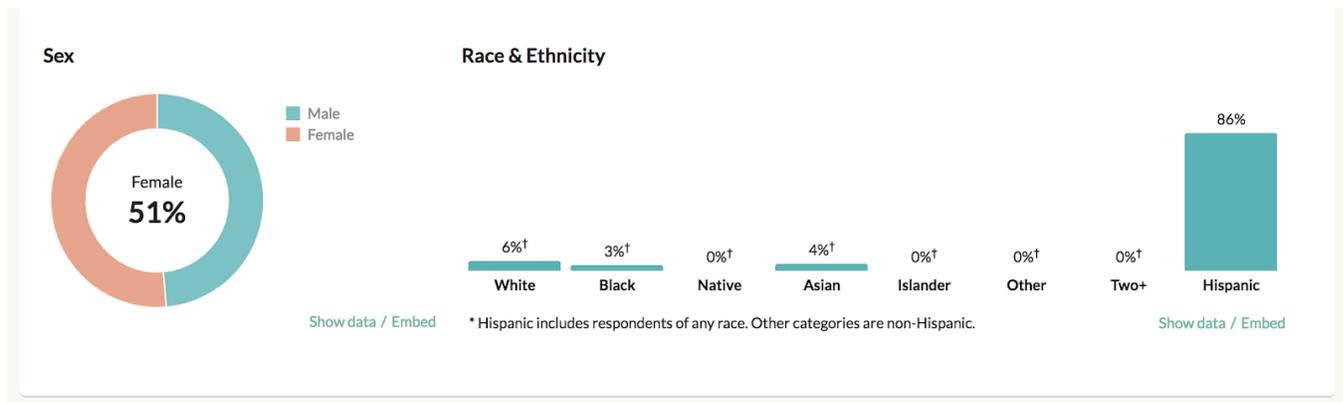
Significant Learner Subgroup Population Growth

Subgroup	2016	2017	2018	2019
African American	2%	1%	1%	1%
English Learner	5%	14%	14%	14%
Latino	94%	98%	99%	98%
FRL Eligible	91%	89%	82%	85%
Students with Disabilities	16%	18%	23%	26%

Most Recent Census Data - Pacoima Profile

Since BCCHS serves the local community as a local public school choice option, understanding local census data is useful for appreciating the context in which the school operates its college-readiness instructional program. The following are summary data for education level, language spoken in the home, population ethnicity, and immigration for Pacoima.

Contextual Pacoima Census Data - 2010₁



Enrollment by Free and Reduced Lunch

BCCHS receives federal funding for Title I and Special Education. A total of 78% (146 of 188) of our students qualify for free lunch, and another 21% (39 of 188) qualify for reduced-price lunch. That makes up 99% of our student body.

Enrollment by Special Education

Students holding an IEP are enrolled without any additional interview or screening process, other than to determine if BCCHS currently offers sufficient services to effectively administer the IEP. Because families of qualifying students typically self-select for more personalized environments, BCCHS has a 27.1% Special Education population (51 of 188 students hold an IEP). This is almost double the national rate of 14% as reported by the National Center for Education Statistics.1

Enrollment by English Language Learner Classification

BCCHS currently has a 13.8% EL population (26 of 188 students designated EL). The school has been administering the new ELPAC exam since the 2017-2018 school year. Another 58.5 % are currently classified as RFEP, redesignated fluent English proficient.

2. Vision, Mission, and Expected Schoolwide Outcomes for All Learners

Vision

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a Service-Learning, Project-Based Learning, and technology-integration focus.

Mission

Bert Corona Charter High School's mission is to prepare students for academic success in post-secondary education, to prepare students to be responsible and active participants in their communities, and enable students to become lifelong learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their communities, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

YPICS Priorities Chart

Hallmarks	Service-Learning, Project Based Learning, Technology Integration, Parent & Community Involvement			
	Data Driven Culture (through the use of balanced assessment)			
School Outcomes & Hallmarks Drive Priorities				
Leverage Leadership	School Culture		Academic Achievement and Instruction	
Levers	Student Culture	Adult Culture	Data Driven Instruction, Professional Development, Instructional Planning, Observation & Feedback	
Administration	COO & CSCC	COO & DOO	CAO, DAA, & DSE	COO, DOT, DAA, & TC
Committees	School Culture & Climate	Parent & Community Engagement	Academic Achievement	Technology Integration
Priorities	School Wide Positive Behavior Support System	Understanding Student Data	Building Teacher Expertise using Marzano Model Using Common Core State Standards and Assessments	Enhanced Learning
Anchors	Alternatives to Suspension	Evaluation of PE Data and impact of service (including Impact on Student Achievement)	Service Learning, Inquiry By Design, Blended Learning, and Reading & Writing Across the Curriculum	Access to Devices and Programs
	Improved Attendance		Standards Based Grading	
	Marketing and Communication		Marketing and Communication	
	Adult Morale & Engagement		Adult Morale & Engagement	
Outcomes	College Ready, Active Citizen, LifeLong Learner			
Brand Concept	Citizen Scholars			
Motto	"California's Future Leaders"			

YPI Charter Schools Priorities Paradigm

YPICS ultimate goal for students and families is to create Citizen Scholars in our schools who will eventually become the college-educated future leaders of California. To those ends, YPICS has developed a priorities chart to facilitate the implementation of its vision. The chart describes academic, culture, and operational program elements as well as its administrative staffing model.

Key to acronyms:

- | | |
|--|---------------------------------------|
| COO - Chief Operations Officer | DSE - Director of Student Achievement |
| DOO - Director of Operations | DOT - Director of Technology |
| CAO - Chief Academic Officer | TC - Technology Coordinator |
| DAA - Director of Academic Achievement | |
| CSCC - Coordinator of School Culture and Climate | |

3. Programmatic Hallmarks of all YPICS Schools

Project-Based Learning	PBIS
Technology Integration	Presentations of Learning
Standards-Based Grading	GBF Coaching
Success for All Reading Strategies	Wrap-Around Services

Project-Based Learning

Projects are a vehicle to engage English Language learners in hands-on learning and cooperative group learning, both of which are best practice pedagogies for students who are learning in their second language. Projects have ranged from simple collaborative activities to fully backwards-planned and student-presented projects with a scope and sequence involving multiple standards.

Technology Integration

At all grade levels, in all core content classes, and throughout the CTE program, students at BCCHS use both Apple and Google technology as well as online learning tools to facilitate a 21st century approach to college preparation and workplace skill development. Students carry ChromeBook computers with them like textbooks, both on and off campus, for the duration of the school year. Every classroom contains a laptop cart with Macbook computers. The CTE lab contains Apple workstations each equipped with the Adobe Cloud Suite as well as Blender software for 3D design. Canon DSLR camera equipment, 3D printing, and large-format printing allow students to bring their creativity to PBL fruition.

Standards-Based Grading

YPI Charter Schools combine the tenets of mastery learning (repeated attempts without penalty until mastery is achieved) with a grading system that rewards improvement instead of cementing failure. Standards-based grading, developed and communicated by John Marzano and Rick Wormeli, provides students with a rating system that provides honest and calibrated skill evaluation based on a 4-point rubric. Students are awarded an evaluation of advanced, independent, developing, or emerging based on specific indicators of developmental progress toward mastery of a standards-based skill. Grades are developed over time as rubric scores create a GPA-style average. There is only one actual letter grade awarded to students, and this is the final grade issued on the report

card with each grading period. The pedagogical imperative that drives standards-based grading is the need for grades to reflect an accurate understanding of real skill development, rather than a message to students regarding work habits, punctuality, and class ranking.

Success for All Reading Strategies

The Reading Edge for High School is a comprehensive literacy program that equips students with skills and strategies they need to read, understand, and learn from expository texts. Since the range of reading achievement is extremely broad in this age group, the Reading Edge for High School provides programs for students whose reading levels range from grade 4 through grade 9 (“pre-honors”). The purpose of this program is to accelerate incoming students to a 9th grade reading level and prepares them for success throughout the rest of high school. Reading strategies gained through the SFA program, all of which are cross-curricular, include: clarifying, summarizing, questioning, and predicting.

PBIS

YPI Charter Schools implements a school-wide, three-tiered approach to managing student behavior called Positive Behavior Intervention and Support. Tier one focuses on universal strategies that encourage all students on campus to be safe, respectful, and responsible in their day to day interactions with staff, each other, and in their treatment of school property. Tier one strategies include praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, advisory program, competitive sports teams, assemblies, and after-school enrichment programs.

Tier two and Tier three support will provide more intensive and targeted services for students and families that need greater support from the school community in order to embrace Tier one behaviors and . Services will include Student Success and Progress Team (SSPT) meetings, Family Support Team, counseling services, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops. Student Success and Progress Teams use a Multi-Tiered System of Support (MTSS) framework, which consolidates the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT).

Presentations of Learning

In the three and one half years since BCCHS has been in operation, students have shared a number of visual and media arts CTE pathway projects with community members in multiple contexts. An annual Art Presentation of Learning (POL) showcases the best in student art projects from the year, including fine art, photography, video, and Adobe Photoshop original compositions. Student video presentations are used as an in-house

television communication called “Bert TV,” which airs online and communicates information about events and needs within the BCCHS community. BCCHS Student photography has also been awarded three years in a row at the California State Expo Photography Competition.

GBF Coaching

Beginning in the Summer of 2019 and in partnership with Relay Graduate School of Education, YPICS began the implementation of “Get Better Faster” Educator Coaching. Get Better Faster (GBF) focuses on equipping teachers with research-driven pedagogies and practices that have resulted in significant gains in student achievement in schools across the United States that serve low-income families. Through the “see it, name it, do it” rehearsal process and consistent, intentional classroom coaching with follow-up data meetings, GBF promises to accelerate the growth of early-career educators to the benefit of the students they serve. GBF is implemented by instructional personnel and reinforced by weekly visits from senior administration for YPI Charter Schools.

Wrap-Around Services

YPI Charter Schools partners with YPI, the Youth Policy Institute, to provide enrichment, counseling, intervention, and college application services to its students and families. Extended school day grants provide staffing and resources for working with students before school, after school, and during vacations when schools are out of session. College readiness grants provide classroom tutors and offer support for the college admissions and financial aid application processes. Additional grants provide licensed social workers and therapists to our schools to work with students and their families to support mental health.

4. Additional Programmatic Elements Unique to Bert Corona Charter High School

Universal A-G Coursework UCCI Curriculum
Parent Participation CTE Pathway Education and Training
Fully included RSP Support Services
Los Angeles Mission College IGETC Concurrent On-Campus Enrollment

All students attending BCCHS are enrolled in college bound, UC-approved , A through G credit bearing courses, and there is no alternate academic scope and sequence of courses available. All students, regardless of giftedness or learning disability, attend the same college preparatory classes together, in classrooms with students of all representative

ability levels. There is no academic tracking. As one of our promises is college-readiness, we do not allow our students to take an alternative scope and sequence of courses. All diploma-track students will matriculate through a UC-approved A through G scope and sequence of courses.

UCCI Curriculum

In cooperation with the UC Office of Curriculum Integration, BCCHS teachers teach and assess UC and CTE blended courses through the UC approved UCCI Curriculum Integration program, which allows students to pursue a UC readiness education while gaining knowledge of and experience with both thought and skill elements of specific career sectors in the global career market. Approved syllabi guide all UCCI coursework.

CTE Pathway Education and Training

Bert Corona Charter High School participates in the California Department of Education's Career Technical Education Pathway program, with an emphasis on the Arts, Media and Entertainment pathway, and further focusing on the Design, Visual, and Media Arts subsection. The CTE course sequence at BCCHS, comprised of three Visual and Media Arts courses, equips students to independently and confidently use industry-standard digital technologies for creation, enhancement and production. Our hope is to graduate college and career ready young adults with the capacity to participate in any number of industries as entry-level digital professionals while supporting themselves through college and gaining valuable workplace experiences. These courses are taught by an experienced industry digital and fine artist with certification in her skill sets. The content and scope of these courses is always "under construction" as trends, tools, and technologies are constantly changing. As any of our A through G courses is updated significantly, it is resubmitted to UC Doorways for updated approval.

Los Angeles Mission College IGETC Concurrent On-Campus Enrollment

The Los Angeles Community College System, through its Los Angeles Mission College (LAMC), has partnered with YPI Charter Schools to bring IGETC qualifying coursework (Intersegmental General Education Transfer Curriculum) to the campus of Bert Corona Charter High School. One to two courses of undergraduate, general education, transferable coursework is scheduled for concurrent enrollment participation each semester at BCCHS, and is staffed by LAMC faculty. Students who qualify for participation in these courses, by both recommendation and initiative, are earning college units towards the acquisition of an AA degree while simultaneously working towards high school diplomas. BCCHS has offered 9 undergraduate courses to date through its concurrent enrollment partnership with Los Angeles Mission College.

Fully included RSP Support Services for Students with Special Needs that Ensure Access to A through G Curriculum

All YPICS schools are staffed by Education Specialists with RSP teaching credentials and at ratios commensurate with N=28 CA State Special Education regulations. A YPICS Director of Special Education provides oversight and support for the Special Education programs at all YPICS schools, ensuring that compliance with deadlines, services, and LRE are met for each student. All students with special needs at BCCHS receive services that exceed those stipulated in Individualized Education Plan documents, as each student carrying an IEP is scheduled for bi-weekly time blocks of RSP support within their weekly schedules. Although fully included in the regular education program, students carrying an IEP have weekly guaranteed face-time with an Education Specialist and Special Education aide.

Parent Involvement

Parent and community representatives sit on the school's School Advisory Council, where they provide guidance and support in the form of both informal feedback on school plans and initiatives, and in the form of approval-by-vote direction on matters of budget and policy. All parents are invited and encouraged to take a detailed parent survey every fall to give feedback regarding safety, engagement, and instructional programming. All parents are invited to give feedback express concerns at the monthly Pan con Cafe parent gatherings. Mandatory orientation meetings are attended by parents and guardians of all students every summer before the commencement of the new school year. All parents are individually scheduled, twice yearly, for conferences with all of the teachers who work with their children.

5. Expected Schoolwide Learner Outcomes for All Learners

All BCCHS students will, upon graduation, be college-ready: CSU/UC eligible.
All BCCHS students will, upon graduation, be trained and practiced in how to engage their local and global communities as active citizens who volunteer time, energy, and leadership.
All BCCHS students will, upon graduation, possess the skills and personal vision for continuous learning in each phase of their lives.

College Ready

All students at Bert Corona Charter High School are required to take a series of courses that will fulfill the minimum requirements for California State University and University of California admission. All students complete a minimum of 2 years of technology-rich visual and media arts CTE courses as part of a career technical education pathway. All students engage in transparent, outcome-driven learning with authentic assessment feedback that informs their growth processes. All students create a personalized post-secondary plan with a certificated college and career counselor. All students are issued laptops to carry with them throughout the academic year, both on and off campus. All students are given the opportunity to complete college courses on campus through a concurrent enrollment program facilitated by Los Angeles Mission College.

Active Citizens.

Bert Corona Charter High School draws its vision from the legacy of Bert Corona, a Latino activist who worked to achieve social justice for immigrant communities. In this spirit, students at BCCHS become active citizens characterized by the ideals of a diverse and democratic society. Our students provide service to their communities by volunteering with and for local organizations that impact both their places of civic identity as well as the world beyond. All students are required to complete a minimum of one hundred volunteer hours before graduating, which are to be completed at an organization that provides direct services to local residents, a local school community, or leverages local volunteer efforts to make a global impact. Partnerships with local community organizations who open their doors to BCCHS students are numerous, and provide our students and families with opportunities to interact with, learn from, and serve with important movements and causes in the San Fernando Valley. Among BCCHS community partners are: Fenton Primary Center Charter School, Children's Hunger Fund, Pueblo y Salud, City of Hope, Pacoima Chamber of Commerce, LAPD, M.E.N.D. (Meet Each Need with Dignity), Best Friends Society, Foster Children's Resource Center, City of San Fernando, Valley Food Bank, Stoneman Douglas HS, and HERMANDAD MEXICANA. In addition to the aforementioned volunteer initiatives, all students are encouraged to participate in political rallies, community action days, community awareness events, civic celebrations, and cultural unity events that are relevant to the BCCHS student body and/or the residents of the San Fernando Valley and its Mexican and Latin American Communities. Several examples include the Pacoima Christmas Parade, Warriors for Social Justice Awards, Cesar Chavez March, CA High School Voter Registration Drive, and Latina History Day Dinner. It is hoped that students from BCCHS, once college educated, will return to their home communities and become engaged and active citizens who serve their neighbors and civic organizations.

Lifelong Learners

All BCCHS students develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving skills and to develop interpersonal skills to succeed in a 21st Century work and post-secondary education context. All students develop these skills through group-centered, project-based, technology-integrated learning environments. All students use industry-standard computer technology and web-based tools to maximize group communication and collaboration. All students are equipped with literacy skills that allow them to parse informational media and texts in order to gather information that is reliable and relevant to their purposes.

6. Initial College Readiness Data

Bert Corona Charter High School has graduated two cohorts of 12th grade students since its opening in August of 2015. The initial cohort (12 students total) was comprised of students who came to BCCHS as 10th grade or 11th grade students in its opening year. The second BCCHS graduating cohort matriculated in June of 2019, and this cohort's composition was 70% constituted of students (30 of 42 total) who started as 9th grade students in the school's opening year. The respective college readiness data for these two cohorts, and those of successive cohorts now enrolled at BCCHS, is significantly affected by the length of time students have spent at BCCHS before graduating.

A-G Course Completion

All students at BCCHS are required to complete a continuum of core academic courses that have been approved as A-G requirement courses for admission into the University of California and California State University Systems. All students attending BCCHS will complete this continuum to the extent that they meet the minimum eligibility requirements for UC/CSU acceptance. There is no other course continuum or track available to our students. This is an intentional strategy to ensure college-readiness for all graduates. Below are the school's current and historic course offerings, listed by A-G category:

A-G Course Matrix: Opening Year to Present

BCCHS Course Listing					
	15-16	16-17	17-18	18-19	19-20
History/social science (“a”)		World History	World History	World History	World History
			U.S. History	U.S. History	U.S. History
			Government	Government	Government
English (“b”)	English 9	English 9	English 9	English 9	English 9
	English 10	English 10	English 10	English 10	English 10
		English 11	English 11	English 11	English 11
			English 12	English 12	English 12
			AP English Language	AP English Literature	AP English Literature
Mathematics (“c”)	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
	Algebra 2	Algebra 2	Algebra 2	Algebra 2	Algebra 2
		Geometry	Geometry	Geometry	Geometry
		Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
				Statistics	Statistics
Laboratory science (“d”)	Biology	Biology	Biology	Biology	Biology
		Chemistry	Chemistry	Chemistry	Chemistry
			Physics	Physics	Physics
			AP Biology	AP Biology	AP Biology
Language other than English (“e”)	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Spanish 2	Spanish 2	Spanish 2	Spanish 2	Spanish 2
			Spanish 3	Spanish 3	
				AP Spanish Language	AP Spanish Language
Visual and performing arts (“f”) [CTE]	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1
		Visual Arts &	Visual Arts &	Visual Arts &	Visual Arts &

		Technology 2	Technology 2	Technology 2	Technology 2
			Visual Arts & Technology 3	Visual Arts & Technology 3	Visual Arts & Technology 3
College-preparatory elective (“g”)	College & Career Readiness	College & Career Readiness	College & Career Readiness	College & Career Readiness	College & Career Readiness
			Business Management	Business Management	
			Leadership	Leadership	Leadership
				Leadership	Leadership
				Yearbook	Yearbook
				Senior Seminar	
Physical Education	PE 1 & 2	PE 1 & 2	PE 1 & 2	PE 1 & 2	PE 1 & 2
Dual Enrollment (Los Angeles Mission College)		(Fall) Speech and Communications	(Fall) Chicano Studies	(Fall) Business	Geography (Fall) Art (Fall)
	(Spring) Sociology	(Spring) Psychology	(Spring) Child Development	(Spring) Health	

Overall A-G course completion rates for the first two graduating classes are equal to the school’s graduation rate (or projected graduation rate) as only students who have finished the minimum A-G requirements will qualify for graduation. Students will earn a letter grade of C- or better on all A-G coursework unless otherwise stipulated in the student’s graduation plan, as neither the UC or CSU Systems accept letter grades of D or D- for A-G coursework when determining offers of admission. The school can allow for a letter grade of D in instances when students are on an Individualized Education Plan and require modifications, or when students enroll with transcripts in which a letter grade of

D or D- was issued for A-G coursework at the student’s previous high school. Credit recovery is offered through self-paced online learning courses using a platform called Acellus for Schools. Students are offered these courses in moderated environments such as Instructional Support Periods and Summer School.

A-G Courses

English and Math Course Pass Rates

All Students

Before Credit Recovery

English Language Arts Course Grades

ELA Course Grades	
Semester	Passing Rate
17–18 Fall	82%
17–18 Spring	64%
18–19 Fall	75%
18–19 Spring	89.2%

Mathematics Course Grades

MathCourse Grades	
Semester	Passing Rate
17–18 Fall	62%
17–18 Spring	63%
18–19 Fall	69%
18–19 Spring	84%

Illuminate July 2019

Senior A-G Course Completion Rates and Graduation Rates

Bert Corona Charter HS Students

First 2 Graduating Cohorts

Academic Year	Students in 12th Grade	Students Completing All A-G Requirements by End of 12th Grade	Percentage of 12th Grade Cohort	Students with IEP Attending a Fifth Year of HS to Complete A-G (at BCCHS or Continuation)	Overall 12th Grade Cohort Graduation Rate
2017-18	12	11	92%	1 (8%)	100% *
2018-19	42	41	98%	1 (2%)	98% *

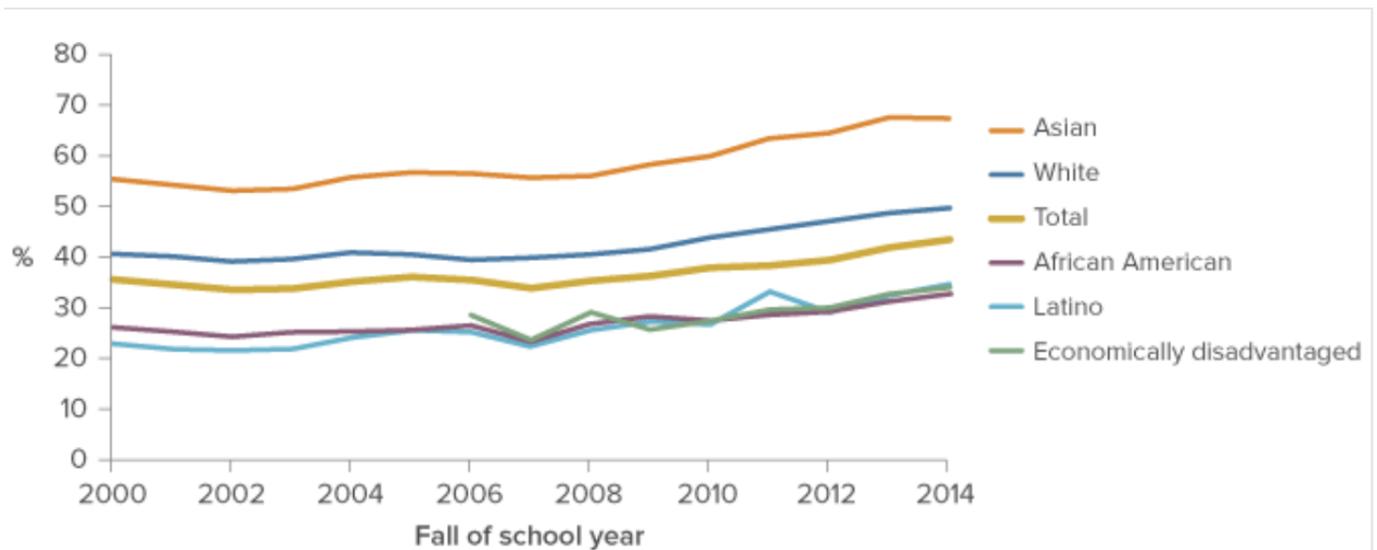
* Remaining student in 2018 12th grade cohort successfully completed all A-G requirements in January of 2019. Remaining student in 2019 cohort transferred to continuation school to finish HS.

A Comparison of Local Resident School Graduation Rates - 2017-2018

School	Adjusted Cohort Graduation Rate(%)
Bert Corona Charter High	91.7
Sun Valley High	81.1
Arleta High	93.5
John H. Francis Polytechnic	88
Cesar Chavez Learning Academies Technology Preparatory Academy	87.0
Resident Schools Median	87.5
Los Angeles Unified	76.6

Percentage of A-G Requirement Completion California Public School Subgroups

The following display represents historic statewide A-G completion rates by demographic subgroup in California for the years leading up to the opening of Bert Corona Charter HS, 2015.



SOURCE: California Department of Education, 2000–2014.

NOTES: No breakdown by socioeconomic status was available before 2006–07. The completion rate is higher among girls across all subgroups— in 2014–15, 49 percent of female graduates completed the a–g requirement, compared to 38 percent of male graduates.

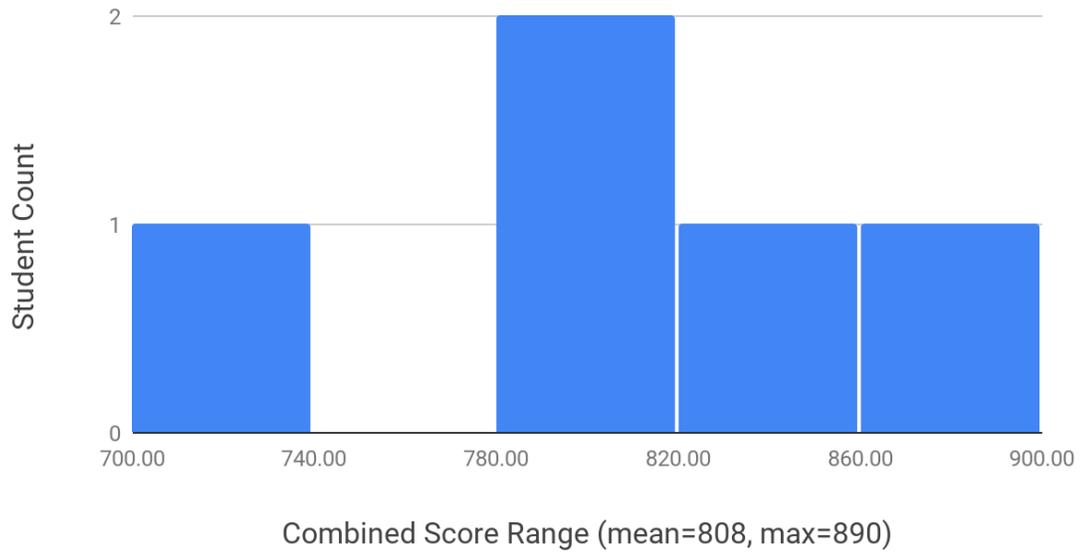
By comparison, BCCHS graduating seniors have completed 100% of their A-G course requirements for both the 2018 and 2019 graduating cohorts.

PSAT and SAT Participation and Performance

In 2016-2017, its second year of operation, BCCHS had 8 of 13 of its first eleventh grade students participate in PSAT-NMSQT testing at a local charter HS. Beginning in the spring of 2017, BCCHS began implementing on-site universal PSAT for all 9th, 10th, and 11th grade students. The school now has two years of universal PSAT data, and three years of PSAT-NMSQT data. The school’s first graduating cohort (class of 2018) took its first and only SAT test in December of 2017, and the second graduating cohort (class of 2019) took the SAT both in August and October of 2018. The following data represents PSAT and SAT performance data for the first two graduating cohorts.

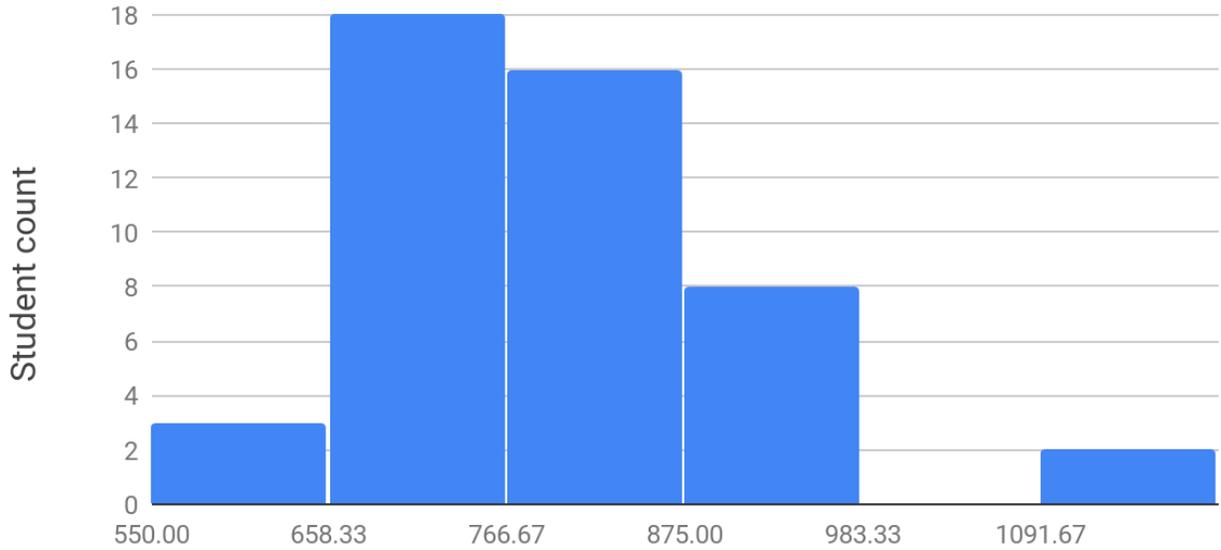
Class of 2018 SAT

Class of 2018 SAT Score Distribution - Winter 2017



Class of 2019 PSAT NMSQT

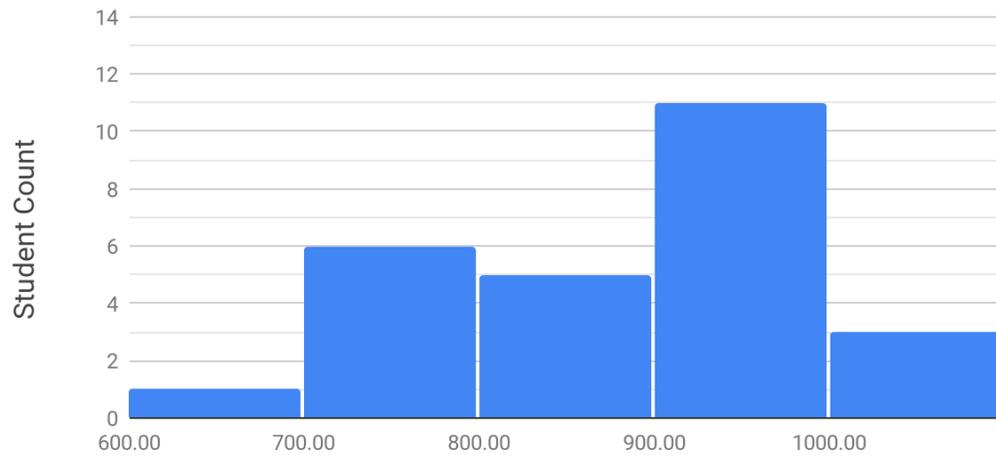
Class of 2019 PSAT-NMSQT Score Distribution



Combined Score Range (mean score = 797, max=1160)

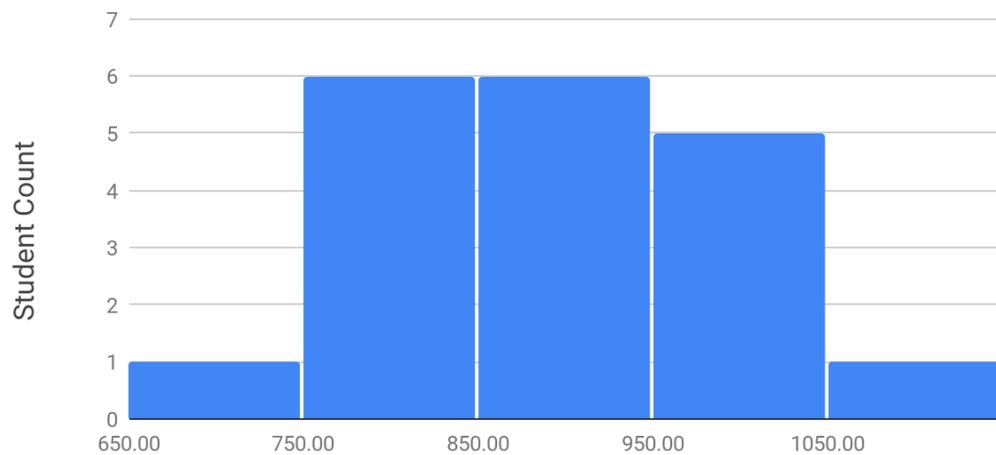
Class of 2019 SAT

Class of 2019 SAT Score Distribution - Summer 2018 Exam



Combined Score Range (mean=876, max=1070)

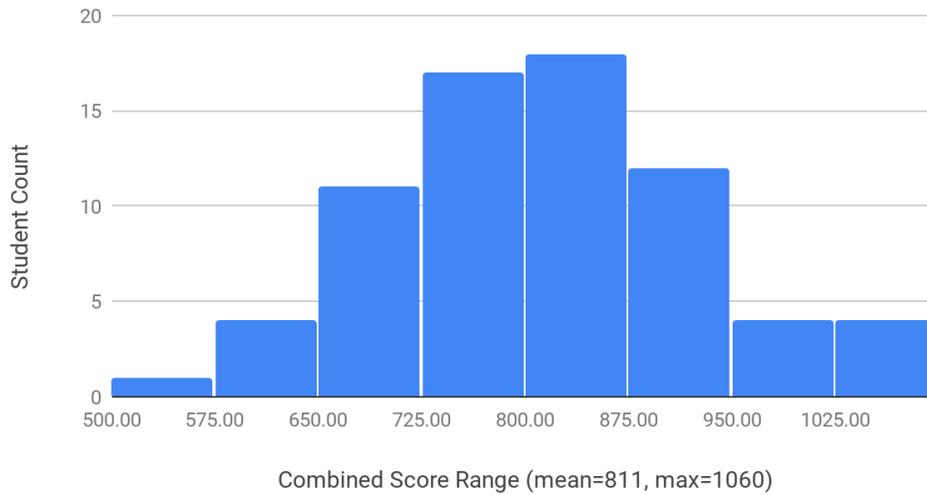
Class of 2019 SAT Score Distribution - Fall 2018 Exam



Combined Score Range (mean=884, max=1110)

Class of 2020 PSAT NMSQT

Class of 2020 PSAT-NMQT Score Distribution



The class of 2020 is currently slated to take its first SAT exam in October of 2019.

College Application, Acceptance, and Attendance

While all students do not share the same post-secondary goals and personal pathways upon graduation, one metric for the school’s success in achieving college readiness for all of its learners is the rate at which its first two graduating cohorts have achieved access to a college education. Following is the data for college acceptance and matriculation for the first graduating cohort, the Class of 2018, and the most up-to-date information on college application and acceptance for the class of 2019.

Graduate Cohort Year	Students Graduating	Students Accepted to **4-Year College	Students Attending 4-Year College	Students Attending 2-Year College	Students Attending Trade School
2018	12 (100%)	5 (42%)	4 (33%)	3 (25%)	1 (8%)

** 4-Year Colleges granting admissions to BCCHS 2018 Graduates:

- Grand Canyon University
- Cal State University Los Angeles
- Cal State University Northridge
- Cal State University Channel Islands
- Oklahoma State University

College Persistence - Class of 2018

Graduate Cohort Year	Students enrolled in and attending 2-year college	Students enrolled in and attending 4-year college	Students enrolled in and attending vocational training program	Students enrolled in but not currently attending year college
2018	4 (33%)	4 (33%)	2 (17%)	2 (17%)

College Application, Acceptance, and Attendance, cont.

The second BCCHS graduating cohort is currently in the process of applying to colleges, universities and vocational programs. Acceptance letters are coming in weekly. The following is their college application and acceptance data:

Graduate Cohort Year	Students Graduating	Students Applying to UC System	Students Applying to CSU System	Students Applying to 2-Year College	Students Applying to Vocational Programs
2019	41 (98%)	11 (27%)	22 (54%)	41 (100%)	6 (15%)
Graduate Cohort Year	Students accepted to a UC	Students accepted to a CSU	Students accepted to a 4-yr private college	Students accepted to a 2-year college	Students committed to attending a program in fall
2019	4 (9%)	20 (49%)	11 (27%)	16 (39%)	36 (88%)

The 32 Colleges and Universities offering admission to BCCHS students from the Class of 2019 as of May 9th are:

- | | | |
|----------------------------------|------------------------------------|---------------------|
| Chico State | Pierce College | Mission College |
| CSU Los Angeles | San Jose State | FIDM |
| CSU Channel Islands | College of the Canyons | Northern Arizona U |
| CSU Bakersfield | Grand Canyon University | San Francisco State |
| CSU Dominguez Hills | Dean College | Sonoma State U |
| CSU Northridge | Humboldt State | Pierce College |
| CSU San Bernardino | Iowa State University | University of Iowa |
| CSU East Bay | Luther College | Vanguard |
| University | | |
| CSU Monterey Bay | Mount St. Mary’s U | Woodbury University |
| CSU Fullerton | | |
| University of California, Davis | University of California, Berkeley | |
| University of California, Irvine | University of California, Merced | |

College Persistence - Class of 2019

Persistence tracking for this cohort will begin in the first semester of 2019.

7. State and Interim Assessment Performance Data

California Assessment of Student Performance and Progress

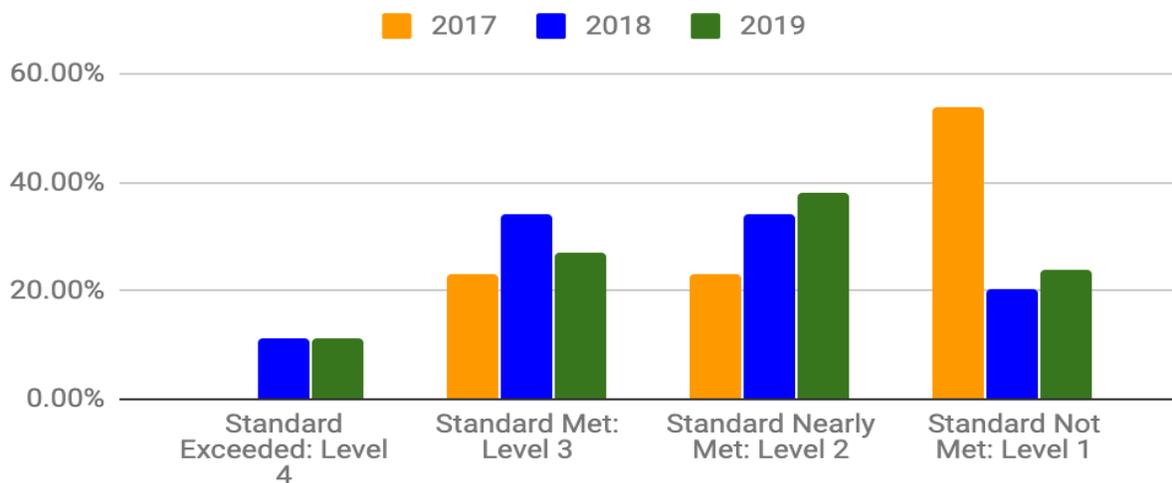
Bert Corona Charter High School has participated in three administrations of the CAASPP assessment since opening with 9th and 10th grade only in the summer of 2015. The first CAASPP assessment was administered in the spring of 2017 to a cohort of 13 students. The 2018 CAASPP was administered to a cohort of 44 students. Performance data for each of the first two cohorts is given on the following two pages, with reference to local public non-charter high school performance for the 2018 cohort. The 2019 CAASPP data with comparison to local LEAs was not available on the CDE Dataquest site as of the completion of this report, but preliminary summary data was available on the school's student information system.

ELA

ENGLISH LANGUAGE ARTS/LITERACY - BCCHS SBAC	2017 (13 Tested)	2018 (43 Tested)	**Growth	2019 (prelim)
Standard Exceeded: Level 4	0.00%	11.36%	+11.36%	11.00%
Standard Met: Level 3	23.08%	34.09%	+11.01%	27.00%
Standard Nearly Met: Level 2	23.08%	34.09%	+11.01%	38.00%
Standard Not Met: Level 1	53.85%	20.45%	-33.40%	24.00%

** The combined growth of 22.34% in ELA “Met” or “Exceeded” bands was the biggest improvement in ELA for an independent charter school in LAUSD. “Biggest improvement is defined as the greatest gains in scale score points towards grade level standards on average for a school between 2016-17 and 2017-18.”₃

2017, 2018 and 2019



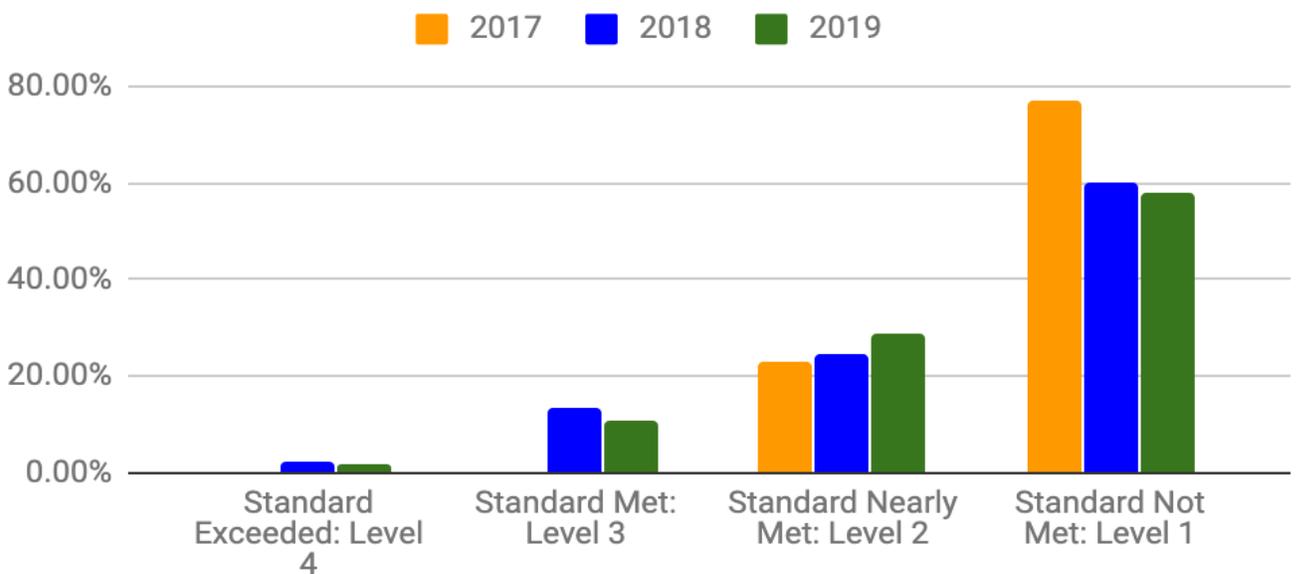
ENGLISH LANGUAGE ARTS/LITERACY

2018 ENGLISH LANGUAGE ARTS/LITERACY SBAC	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
Standard Exceeded: Level 4	14.55%	18.80%	13.91%	11.36%
Standard Met: Level 3	37.15%	31.44%	32.61%	34.09%
Standard Nearly Met: Level 2	31.27%	26.26%	29.13%	34.09%
Standard Not Met: Level 1	17.03%	23.50%	24.35%	20.45%

MATH

MATHEMATICS - BCCHS SBAC	2017 (13 Tested)	2018 (43 Tested)	Growth	2019 (GOAL)
Standard Exceeded: Level 4	0.00%	2.22%	+2.22%	7.22%
Standard Met: Level 3	0.00%	13.33%	+13.33%	18.33%
Standard Nearly Met: Level 2	23.08%	24.44%	+1.36%	19.44%
Standard Not Met: Level 1	76.92%	60.00%	-16.92%	55.00%

BCCHS Mathematics (Levels 1 to 4)



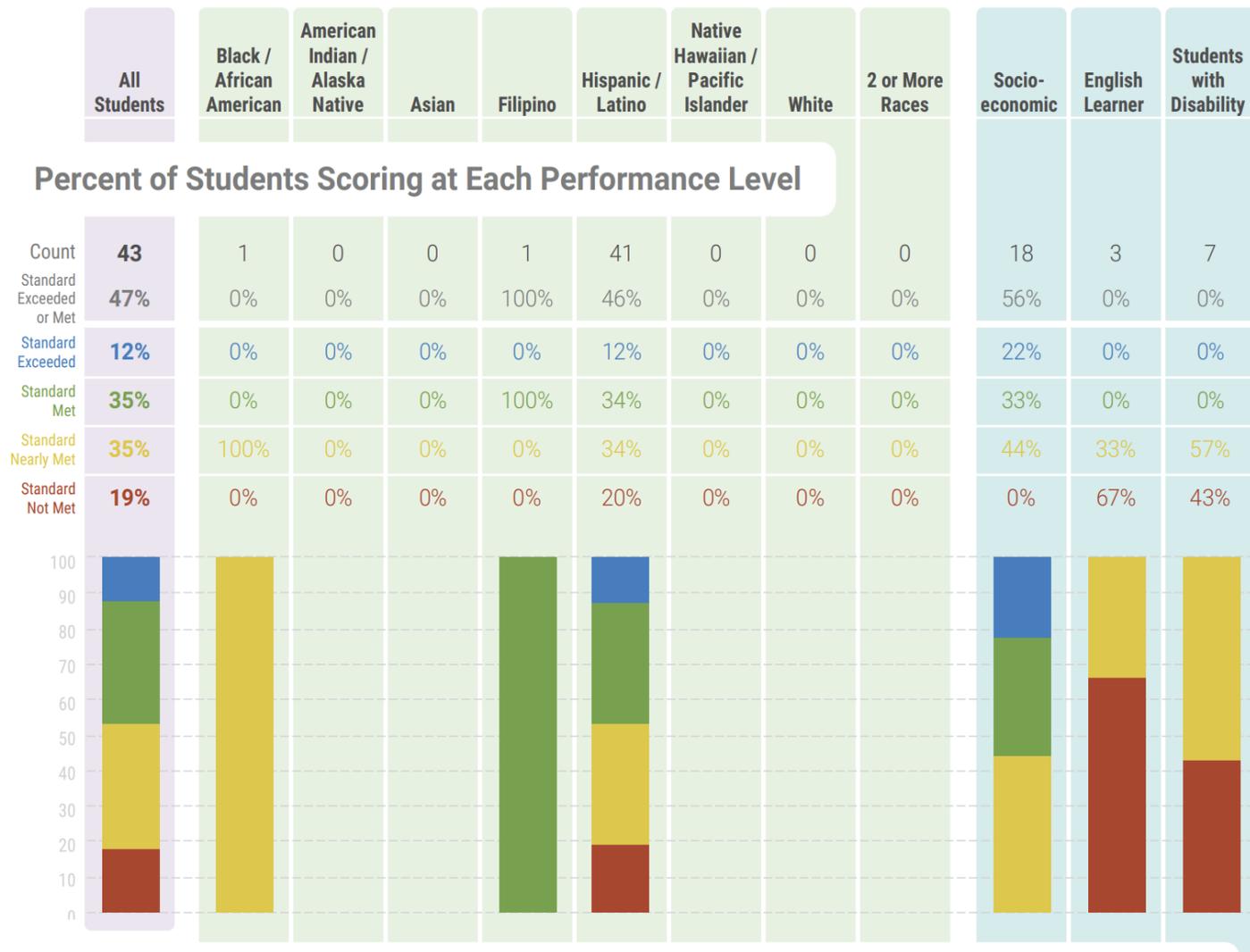
MATHEMATICS

2018 MATHEMATICS SBAC	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
Mean Scale Score	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	4.95%	9.46%	6.49%	2.22%
Standard Met: Level 3	18.58%	18.59%	16.67%	13.33%
Standard Nearly Met: Level 2	30.65%	28.04%	24.68%	24.44%
Standard Not Met: Level 1	45.82%	43.91%	52.16%	60.00%

SBAC 2018 Test Cohort Scores - Disaggregated by Subgroup - ELA

Smarter Balanced Subgroup Summary

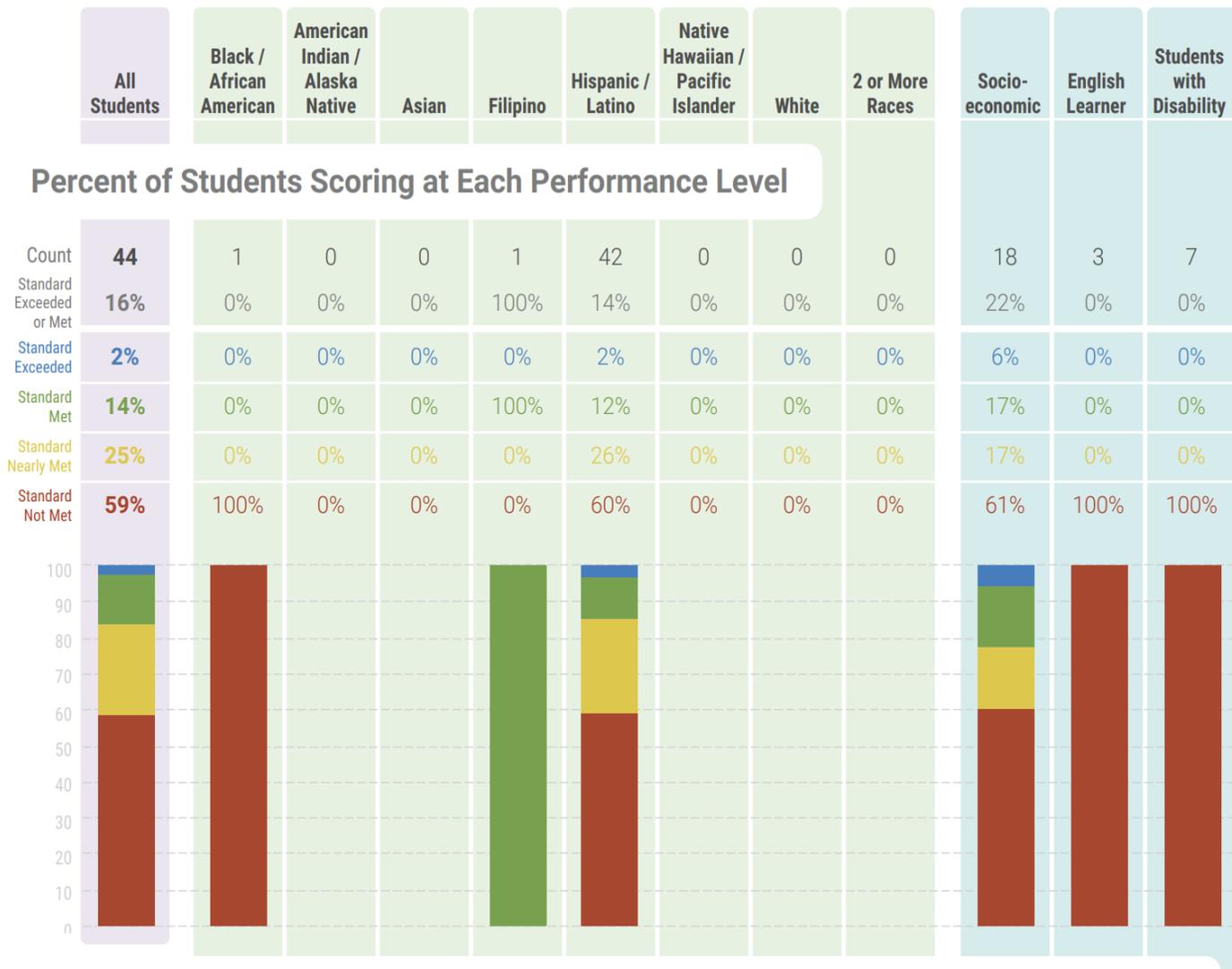
2017-18 ELA (Summative): All Grade Levels Tested



SBAC 2018 Test Cohort Scores - Disaggregated by Subgroup - MATH

Smarter Balanced Subgroup Summary

2017-18 Math (Summative): All Grade Levels Tested



SBAC Test Cohort Scores - ELA Comparative Local LEA Scores
CAASPP (SBAC) – English Language Arts

English Language Arts	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* First year of operation	23.08%	45.45%
LAUSD Residential Schools			
Arleta High	67%	56.75%	51.70%
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	43%	59.63%	65%
John H. Francis Polytechnic	52%	60.48%	50.24%
Sun Valley High	42%	30.85%	22.22%
LAUSD Resident Schools Median	47.50%	58.19%	50.97%
Los Angeles Unified School District (11th grade)	39%	39.55%	42.39%
State of California (11 th grade)	59%	59.76%	55.96%

CDE.CA.gov Dataquest 2019

In the 2018 testing cycle, 45.45% of BCCH 11th-graders Met or Exceeded Standards in English Language Arts. Compared to the year prior, this performance amounted to a district-best increase of 22.37% in the cumulative percentage of students in the 11th grade who Met or Exceeded Standards on the SBAC assessment for ELA. The 45.45% Met or Exceeded scoring also superceded LAUSD’s 42.39% Met or Exceeded rate in ELA for that testing cycle. The significance of the increase can be attributed to several facets of the YPICS educational model. All EL students at YPI Charter Schools are

enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve 3000 account, which provides an adaptive instructional environment with real-time feedback, in which to practice reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills.

SBAC Test Cohort Scores - MATH Comparative Local LEA Scores

CAASPP (SBAC) – Mathematics

Mathematics	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* (First Year no Data)	0% (13 Students)	15.56% (45 Students)
LAUSD Resident Schools			
Arleta High	26%	20.49%	23.53%
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	8%	5.50%	5.06%
John H. Francis Polytechnic	31%	34.30%	28.04%
Sun Valley High	10%	2.13%	1.11%
LAUSD Resident Schools Median	18%	13%	14.30%
Los Angeles Unified School District (11 th grade)	28%	29.86%	31.32%
State of California (11 th grade)	33%	32.1%	31.37%

Cde.ca.gov Dataquest 2019

While BCCHS mathematics test scores were not commensurate with LAUSD schools as a whole, they were slightly better than LAUSD Resident Schools, and considerably better than two of the neighborhood schools that BCCHS students would typically attend.

BCCHS SBAC Test Scores - Cohort Performance by Subgroup

	2015-16 %Met/Exceeded		2016-17 %Met/Exceeded		2017-18 %Met/Exceeded	
	ELA	Math	ELA	Math	ELA	Math
All Students	*	*	23.08	0	45.45	15.56
Hispanic or Latino	*	*	23.08	0	45.24	13.95
English Learner	*	*	----*	----*	0	0
Students with Learning Disabilities	*	*	----*	----*	0	0
Economically Disadvantaged	*	*	18.18	0	55.56	22.22
Resident Schools Median	47.50	18.00	58.19	13.00	50.97	14.30
Los Angeles Unified	39.00	28.00	39.55	29.86	42.31	31.32

SBAC Test Score data for the first two graduating cohorts, 11th grade SBAC exam, is disaggregated by subgroup in this table.

There were no EL Students or Students with Learning Disabilities recorded in the data for BCCHS for the 2017 SBAC exam cycle. For the 2018 SBAC exam cycle, neither the English Learner (3/43 tested) or Students with Learning Disabilities (7/43 tested) subgroups were able to meet or exceed standards-based mastery performance. BCCHS' Economically Disadvantaged student subgroup, however (18/43 tested), was able to perform better than LAUSD students on the whole, as well as the median of resident schools, in English Language Arts. This same subgroup outperformed the median of resident schools in Math. The Economically Disadvantaged subgroup was BCCHS' strongest performing group in the 2017-2018 testing cycle. 2019 data is still preliminary, and comparative data is not yet available.

SBAC 2019 Test Cohort - ELA Preliminary Score Report

2018-19 Preliminary Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: BCCHS
 Roster Date: Control Panel (09-04-2019)
 Grade Levels: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): Male & Female
 Special Education: Special & Non Special
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

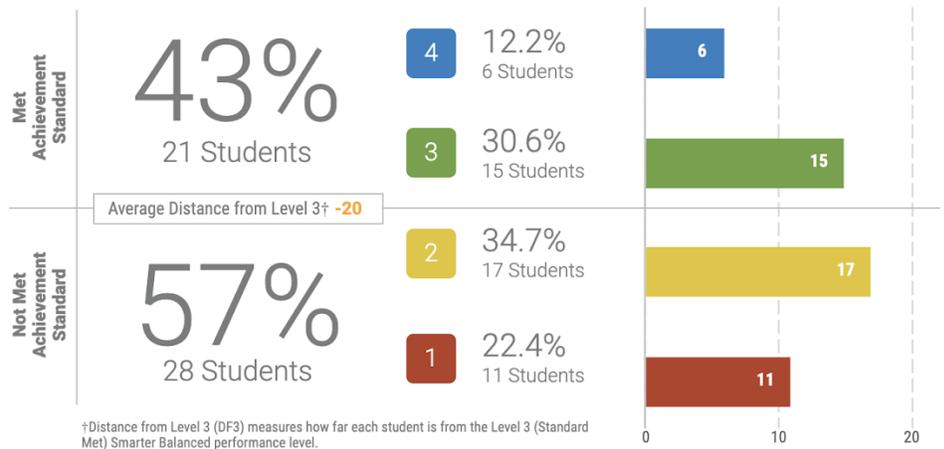
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

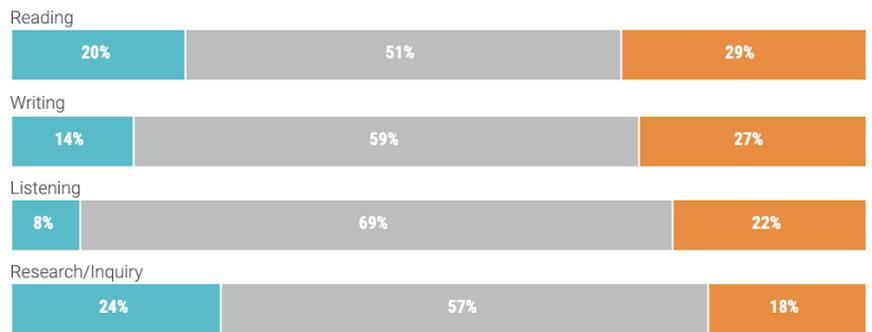
Generated on 09/04/2019 by Illuminate Education™

These partial results are not appropriate for public release.

Overall Performance: 49 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Addl Student Group: All Students

SBAC 2019 Test Cohort - Math Preliminary Score Report

2018-19 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

Site: **BCCHS**
 Roster Date: **Control Panel (09-04-2019)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

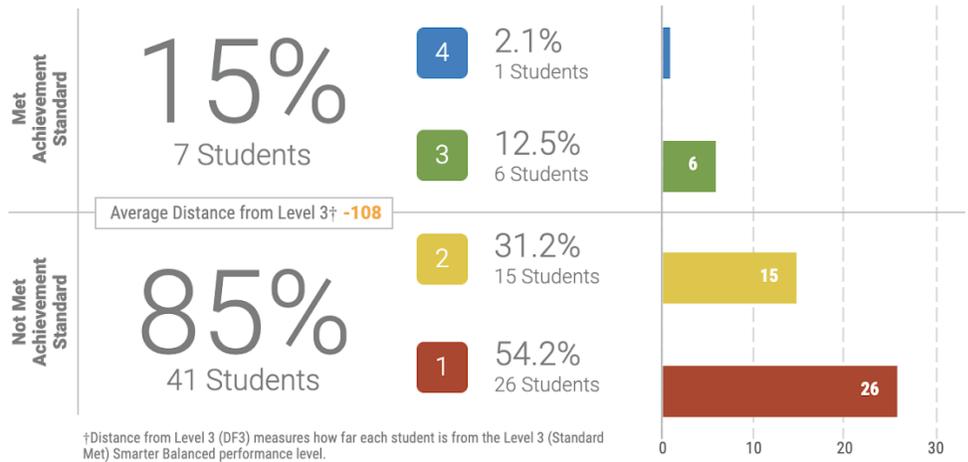
Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**

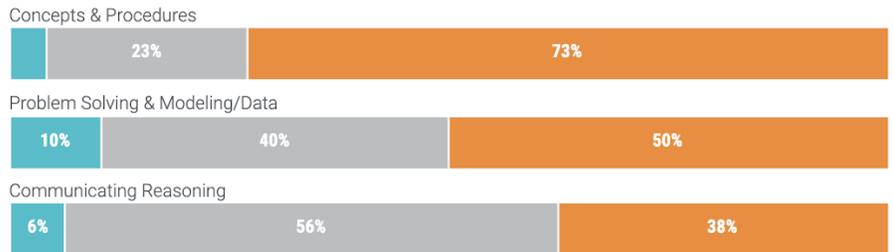
Generated on 09/04/2019 by Illuminate Education™

These partial results are not appropriate for public release.

Overall Performance: 48 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Addl Student Group: All Students

NWEA MAPS - Longitudinal Reading and Math Progress Monitoring

The Measure of Academic Progress 6+ Growth computer adaptive assessments in reading and mathematics, made available by the Northwest Evaluation Association (NWEA), have served as the most consistent and informative internal measure of academic performance and progress over time for Bert Corona Charter High School students.

A research study of MAPS Growth testing data, completed in August of 2015 by NWEA, *“identified cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.”*

Summative data for each 11th and 12th grade cohort for 2017-2018 and 2018-2019 winter assessment results is presented in the following tables, including mean overall RIT cut scores (with standard deviation) for that cohort, and percentage of students meeting MAPS Growth college-ready benchmark.

2017-2018 Winter MAPS Growth 6+ Assessment

MAP Test and Cohort	% of Cohort Tested	Mean RIT	Std Dev	*Norms Percentile Benchmark for College Readiness	Norms Percentile to RIT Range for College Readiness	Number of Students Meeting or Exceeding Benchmark	% of Cohort College Ready by Middle of 11th or 12th Grade
Reading 11	88%	220.1	9.6	59 th -69 th	226-231	17	37%
Reading 12	92%	222.8	9.2	59 th -69 th	226-231	3	27%
Math 11	98%	226.3	16.2	61 st -76 th	240-249	13	25%
Math 12	85%	223.0	15.7	61 st -76 th	240-249	1	8%

2018-2019 Winter MAPS Growth 6+ Assessment

MAP Test and Cohort	% of Cohort Tested	Mean RIT	Std Dev	*Norms Percentile Benchmark for College Readiness	Norms Percentile to RIT Range for College Readiness	Number of Students Meeting or Exceeding Benchmark	% of Cohort College Ready by Middle of 11th or 12th Grade
Reading 11	94%	217	14.4	59 th -69 th	226-231	28	38%
Reading 12	86%	219	15	59 th -69 th	226-231	20	48%
Math 11	93%	227	16.9	61 st -76 th	240-249	24	32%
Math 12	88%	230	18.3	61 st -76 th	240-249	8	19%

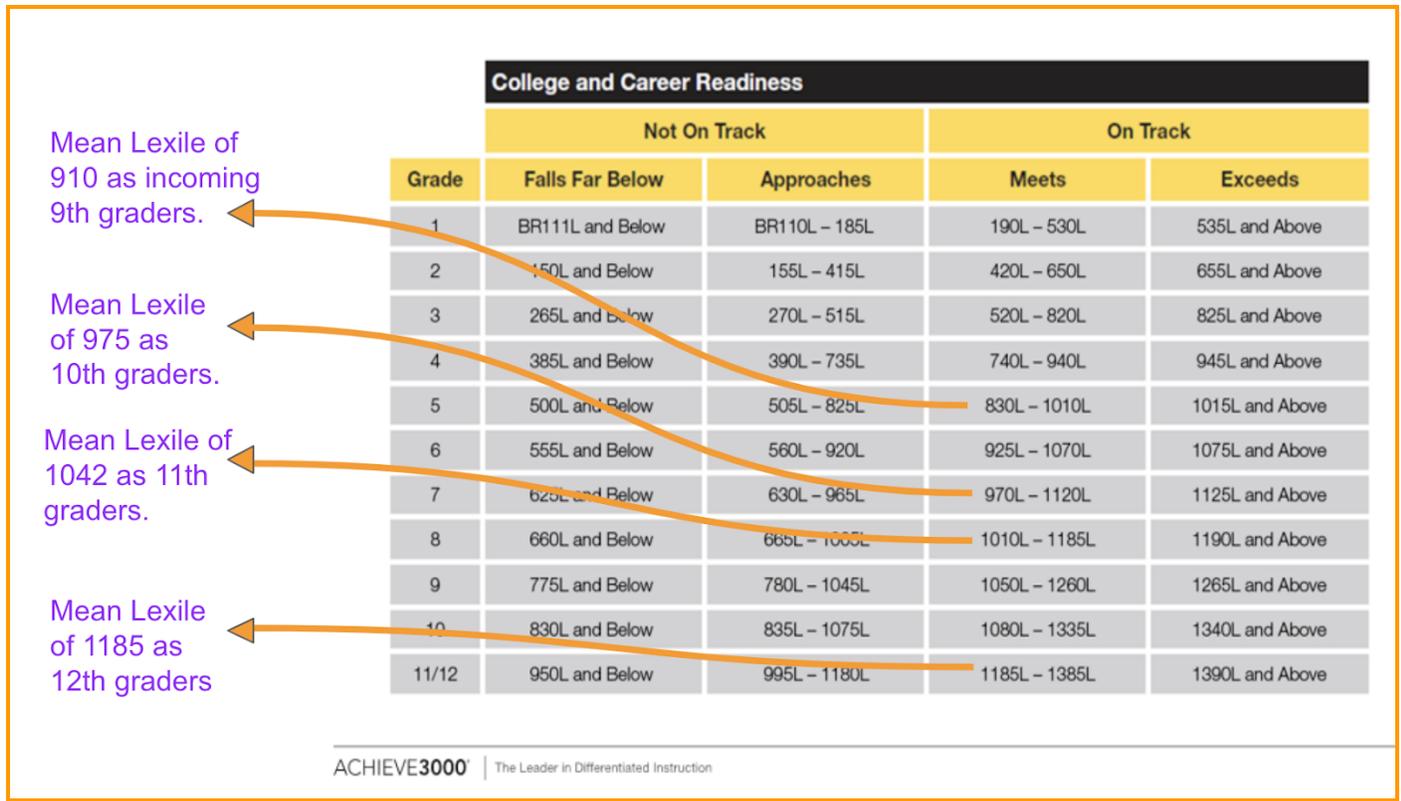
*Anchored to the ACT=22 Benchmark for College Readiness, established by the *MAP Growth College Readiness Benchmarks Study (2015)*.

ACT research estimates that students meeting or exceeding 22 points on the ACT have a 50% chance of obtaining a grade of “B” or higher or about a 75% chance of obtaining a “C” or higher in corresponding credit-bearing first-year college courses. Published RIT ranges are commensurate with the ACT benchmark.

Yearly Lexile Data for First 4-Year Graduating Cohort Students, Class of 2019: NWEA MAPS RIT to Lexile Scores for Spring/Summer MAPS Growth Exams

2015-2016 Spring/Summer Lexile Scores	2016-2017 Spring/Summer Lexile Scores	2017-2018 Spring/Summer Lexile Scores	2018-2019 Spring/Summer Lexile Scores
691	763	853	1030
1051	1033	1321	1435
907	961	1051	1190
745	961	997	1050
835	961	835	1130
871	997	871	1070
925	1015	1051	1290
	907	1069	1010
871	835	961	1090
1195	1357	1303	1575
925	925	1105	1110
	745	745	1010
	799	961	
1051	979	1141	1350
1015	1033	1213	1350
1015	1105	1303	1250
1177	1231	1267	1350
331	817	619	785
1141	1033	1411	1415
1033	1051	1087	1270
1069	1015	1033	1350
	727	889	950
979	925	970	1110
		961	1090
637	781	997	1230
781	997	1123	1010
637	1087	1105	
1087	1195	1069	1190
1159	1087	1249	1250
1069	943	1087	1170
1015	1069	1069	1230
529		817	1090
727	817	835	950
	1033	1051	1555
Mean:	910	1042	1185

Lexile Growth for First 4-Year Graduating Cohort



The graphic above denotes the yearly mean grade-level lexile scores for students who finished high school at BCCHS in the first 4-year cohort of students to matriculate, from Fall 2015 to Spring 2019. Their yearly mean lexile data is placed on the Achieve 3000 College and Career Readiness Lexile Level Table. The mean lexile score for this first 4-year cohort went from a 5th grade “Meets College and Career Readiness” level as entering 9th graders, to a mean of 11th/12th grade “Meets College and Career Readiness” level in 12th grade. That is a growth of six to seven years of reading growth in four years. BCCHS can attribute this growth to many factors, including:

teaching and grading for mastery over work completion, transparent expectations for performance codified in standards-based rubrics, engaging curriculum and teaching practices tailored for scaffolding, an SFA reading program course requirement for all 9th graders and all students still classified as EL, access to rigorous grade-level reading materials approved by both UC and CTE officials, regular access to teachers for clarifying conversations due to small class sizes, block-scheduling, additional instructional support through grant-based tutorial staff, concurrent enrollment college courses, and expert-level instructors.

Current Cohorts Lexile Status

The following tables contain summative reading data for the current BCCHS 10th, 11th, and 12th grade cohorts, as determined by lexile determinations reported in NWEA periodic assessment results. This data is maintained in Illuminate student information system.

Current 10th Grade Cohort (Class of 2022)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	9 th	Fall 2018 (August)	26%
12 Students	9 th	Spring 2019 (February)	26%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

Current 11th Grade Cohort (Class of 2021)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
24 Students	10 th	Fall 2018 (August)	40%
30 Students	10 th	Spring 2019 (February)	49%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

Current 12th Grade Cohort (Class of 2021)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	11 th	Fall 2018 (August)	19%
22 Students	11 th	Spring 2019	33%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

8. EL Reclassification

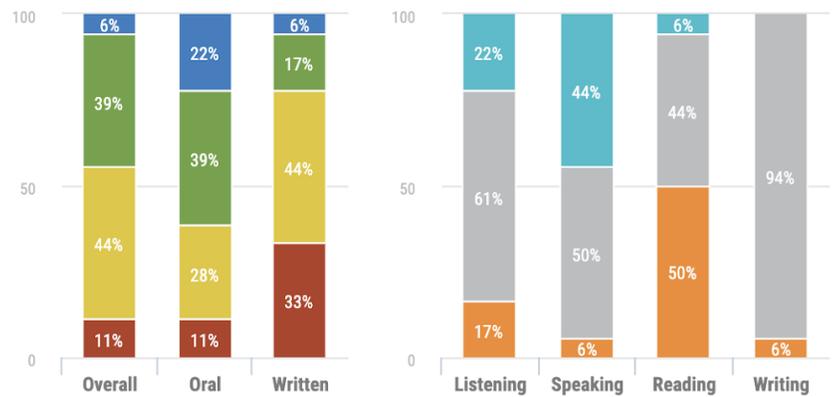
2017-2018 ELPAC Summative Assessment - Data Summary

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	6	1	22	4	6	1
Level 3	39	7	39	7	17	3
Level 2	44	8	28	5	44	8
Level 1	11	2	11	2	33	6

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	22	4	44	8	6	1	0	0
Somewhat/Moderately	61	11	50	9	44	8	94	17
Beginning	17	3	6	1	50	9	6	1

# Tested	18	
Overall Average	PL	2
	SS	1526
Oral Average	PL	3
	SS	1506
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1545
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



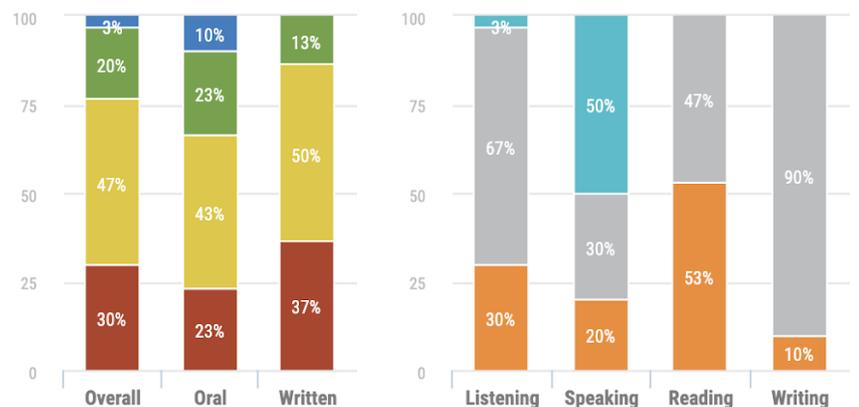
2018-2019 ELPAC Summative Assessment - Data Summary

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	3	1	10	3	0	0
Level 3	20	6	23	7	13	4
Level 2	47	14	43	13	50	15
Level 1	30	9	23	7	37	11

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	3	1	50	15	0	0	0	0
Somewhat/Moderately	67	20	30	9	47	14	90	27
Beginning	30	9	20	6	53	16	10	3

# Tested	30	
Overall Average	PL	2
	SS	1522
Oral Average	PL	2
	SS	1506
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1538
Reading	PL	1
Writing	PL	2

Number of Students at Each Level



Reclassification rates for the first four years of the school’s operation are as follows:

Year	Total Enrollment	Total EL Students	Reclassified Total	Reclassification Rate
2015-2016	79	4	1	25%
2016-2017	163	20	10	50%
2017-2018	225	30	7	23%
2018-2019	242	34	7	21%

(Reclassification data based on Illuminate SIS reclassification dates and enrollment period at BCCHS)

EL/IEP student Co-Occurance

Year	EL Students	EL Students with IEP
2018-2019	34	17
2019-2020	28	17

English Common Core Course Passage Rates for EL Students - 2018-2019

	Fall 2018	Spring 2019
Total Semester English Courses Taken by EL Students	24 courses	29 Courses
Total Semester English Courses Passed by EL Students	20 passing grades	17 Passing Grades
English Course Pass Rate by EL Students	83% courses passed	59% courses passed

18-19 BCCHS NWEA MAPs RIT Growth Goal Summary							
READING				MATHEMATICS			
Beginning-End (Aug-Feb)				Beginning-End (Aug-Feb)			
	# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth		# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth
9th	27	56%	1.68	9th	15	31%	-1.02
10th	35	55%	1.19	10th	33	52%	1.09
11th	36	52%	2.82	11th	36	52%	2.14
12th	21	50%	0.39	12th	21	50%	2.23
Total	119	53%	1.65	Total	105	47%	1.17
English Learners	19	59%	1.03	English Learners	17	53%	3.30
SpEd	33	55%	0.48	SpEd	29	48%	1.45

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

Reclassification is based on criteria associated with the LAUSD Reclassification Criteria Chart. BCCHS includes teacher input, academic semester grades, lexile performance on interim assessments, SBAC performance, and ELPAC as possible criteria for reclassification, and then makes a recommendation to parents for their consideration.

During the 2018-2019 school year, 83% of EL students received a grade of C or better during the fall semester of their Common Core English course. 59% of EL students received a grade of C or better during the spring semester of their Common Core English course.

In addition, when comparing Fall to Spring NWEA MAPs reading performance, 14 of 31 (45%) EL students who tested met their projected growth goal. It is important to note that the Fall to Spring assessment’s purpose is to measure a “beginning of year to end of year” growth, and the Fall assessment was given in August while the Spring assessment was given in February.

BCCHS has no EL students requiring the initial ELPAC exam this year. All students are LTEL, and the summative ELPAC testing window opens in February.

9. Stakeholder Perception Data

YouthTruth Survey Data

For the past two academic calendar years, students and staff have taken a perception survey to gauge overall school experience for students and adults. YPICS has contracted with YouthTruth to gather this data. Below is the summary report data for student responses for 2017-2018, the first year that all grade-level cohorts (9-12) were present at the school.

YouthTruth data is reported as percentage of positive ratings by students. The percent of positive ratings includes the proportion of students whose average rating across the related questions was at least a 3.5 out of 5, with 5 representing the strongest possible agreement with the prompt.

Disaggregated data from the survey provided staff with student perceptions of:

- the relative rigor of academic expectations in core content areas (typically used to determine success on state and college readiness exams),
- the extent to which students perceive that their teachers believe in them, push them, and are fair,
- the extent to which students feel a sense of belonging, and
- the extent to which students feel safe enough to be themselves.

YouthTruth Academic Rigor Parameter - General Impression

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my classes	72%	84%	86%	80%	80%
The work that I do for my classes makes me really think	41%	67%	70%	64%	63%
I can tell that my teachers understand the subjects that they are teaching	57%	77%	79%	71%	72%
My teachers give me assignments that help me to better understand the subject	48%	61%	67%	60%	61%

YouthTruth Academic Rigor Parameter - English Summary

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my English class	82%	90%	89%	78%	79%
The work that I do for my English class makes me really think	69%	79%	72%	68%	69%
I can tell that my English teacher understands the subject that he/she is teaching	80%	85%	83%	79%	79%
My English teacher gives me assignments that help me to better understand the subject	66%	72%	77%	66%	67%

YouthTruth Academic Rigor Parameter - Math Summary

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my math class	77%	89%	82%	77%	76%
The work that I do for my math class makes me really think	69%	85%	74%	72%	69%
I can tell that my math teacher understands the subject that he/she is teaching	81%	88%	72%	74%	72%
My math teacher gives me assignments that help me to better understand the subject	67%	82%	59%	67%	64%

YouthTruth Academic Rigor Parameter - Perceived Teacher Effectiveness

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
Many of my teachers don't let people give up when the work gets hard	50%	64%	63%	57%	59%
Many of my teachers want me to use my thinking skills, not just memorize things	46%	78%	73%	65%	67%
Many of my teachers want me to explain my answers - why I think what I think	64%	83%	83%	71%	72%
In most of my classes, I learn a lot almost every day	38%	59%	67%	58%	58%
In most of my classes, I learn to correct my mistakes	56%	69%	70%	63%	64%

YouthTruth Academic Rigor Parameter - Perceived Teacher Encouragement

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
Many of my teachers are willing to give extra help on school work if I need it	47%	60%	57%	64%	65%
How many of your teachers try to be fair?	42%	61%	54%	62%	65%
Many of my teachers believe I can get a good grade if I try	59%	78%	72%	79%	79%
Many of my teachers are not just satisfied if I pass, they care if students are really learning	34%	49%	57%	53%	53%
Many of my teachers connect what students are learning in class to life outside of the classroom	19%	36%	43%	37%	36%
Many of my teachers make an effort to understand what my life is like outside of school	31%	37%	41%	34%	37%

YouthTruth Academic Rigor Parameter - Perceived Belonging, Buy-in, and Social Safety

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
I really feel like part of my school's community	37%	40%	65%	47%	46%
I can usually be myself around other students at this school	62%	60%	75%	65%	65%
Most students at this school are friendly to me	62%	66%	75%	65%	67%
I often work with other students for my classes because my teachers ask or tell me to	35%	46%	53%	46%	47%
I often work with other students for my classes, even when my teacher doesn't ask or tell me to	32%	32%	51%	38%	39%

2017-2018 Parent Survey Data

The following are data displays capturing feedback from parents through the yearly Parent Survey administered every year by YPICS at each of its three schools. This specific data represents parent feedback from 2017-2018, at a 34% response rate.

Question/Pregunta 1A

- The school informs me about academic services available to help my child.
- La escuela me informa acerca de los servicios académicos disponibles para ayudar a mi hijo.

Strongly Agree / Totalmente de acuerdo	36%
Agree / De acuerdo	57%
Disagree / En desacuerdo	1%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	3%

Question/Pregunta 1B

- The school offers me opportunities to participate in councils, committees and parent organizations.
- La escuela me ofrece la oportunidad de participar en los consejos, comités y organizaciones de padres.

Strongly Agree / Totalmente de acuerdo	30%
Agree / De acuerdo	57%
Disagree / En desacuerdo	3%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	7%

Question/Pregunta 1D

- An administrator is always available when I would like to speak with them or if I need to discuss a concern.
- Tenemos administradores disponibles para responder cualquier pregunta o inquietud.

Strongly Agree / Totalmente de acuerdo	36%
Agree / De acuerdo	50%
Disagree / En desacuerdo	6%
Strongly Disagree / Totalmente en desacuerdo	4%
Don't Know / No sé	4%

Parent Survey Data, cont.

Question/Pregunta 2E

- Staff members at the school take my complaints and suggestions seriously.
- Los miembros del personal de la escuela toman mis quejas y sugerencias en serio.

Strongly Agree / Totalmente de acuerdo	33%
Agree / De acuerdo	60%
Disagree / En desacuerdo	1%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	3%

Question/Pregunta 2A

- I feel welcome to participate at this school.
- Me siento bienvenido a participar en esta escuela.

Strongly Agree / Totalmente de acuerdo	43%
Agree / De acuerdo	51%
Disagree / En desacuerdo	3%
Strongly Disagree / Totalmente en desacuerdo	1%
Don't Know / No sé	1%

10. Student Engagement Data

Attendance, Drop-Out Rate, Chronic Absenteeism, and Suspension Rates

A. School attendance rates;

2015-16		2017-18	
Grade	% ADA	Grade	% ADA
9	96.86%	9	93.382%
10	92.68%	10	95.250%
All	96.04%	11	92.769%
		12	93.238%
		All	93.994%
2016-17		2018-19 1st Semester	
Grade	% ADA	Grade	% ADA
9	97.028%	9	95.848%
10	93.945%	10	94.327%
11	92.857%	11	94.510%
All	95.408%	12	94.582%
		All	94.745%

B. Chronic absenteeism rates,

Year	Rate
15-16	7.59%
16-17	8.49%
17-18	18.31%
18-19	18.1%

Chronic absenteeism is defined as those students who miss 10% or more of eligible ADA instructional days, from both excused and unexcused absences, including time taken to change schools.

C. School dropout rate

Year	Rate
15-16	0%
16-17	0%
17-18	0%
18-19	0%

Students leaving BCCHS are checked out only when a letter of intent to enroll is communicated to the operations staff of our school. Therefore, we have not checked out any student for chronic absenteeism. We take the ADA penalty on our P1 and P2 reporting rather than simply cutting a student loose because of attendance issues.

D. Suspension Rates

<i>Suspensions</i>	<i>In-School</i>	<i>Out-of-school</i>	<i>Total</i>	<i>Rate</i>
<i>2015-16</i>	<i>0</i>	<i>3</i>	<i>3</i>	<i>3.8%</i>
<i>2016-17</i>	<i>0</i>	<i>16</i>	<i>16</i>	<i>9.3%</i>
<i>2017-18</i>	<i>0</i>	<i>17</i>	<i>17</i>	<i>6.7%</i>
<i>2018-19</i>	<i>2</i>	<i>3</i>	<i>5</i>	<i>2%</i>

The school grew in enrollment each year from 2015 through 2019, so although the number of suspensions peaked in 2017-2018, the actual suspension rate dropped due to a larger enrollment. LAUSD, the charter authorizer of the BCCHS charter, resolved that schools will only use suspension when all other means of corrective action have been exhausted, or when the safety of the student or school has been put at risk. Most of the suspensions in BCCHS' history are either drug-related (the majority) or a result of student to student violence or the threat of violence. An LAUSD deadline of 2020 for alternatives to suspension, specifically restorative justice practices and full SWPBIS implementation per bulletin BUL-6321.0, has put creative pressure on charter schools to reduce suspension rates. The significant drop in suspensions during the 2018-2019 school year is evidence of BCCHS' response to this pressure and the beginnings of the SWPBIS implementation.

E. Expulsion Rates

Bert Corona Charter High School has not expelled any students since its inaugural year of operation.

Chapter II: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>YPI Charter Schools was founded in 2004 with the purpose of being an excellent school that provided wrap around services to the community. Over the last 11 years, YPI Charter Schools has worked hard to ensure that not only students were welcome and supported on our campuses, but that the entire community and our students’ families felt like our schools were a place they could come for support. YPI Charter Schools has always focused on providing a strong academic program where students have the ability to develop the skills they will need to be successful in their futures. In support of that effort, YPI Charter Schools has offered additional services and trainings to families and parents. For years, the parents and students of YPI Charter Schools have been asking for a high school and in 2015, YPI Charter Schools was finally able to make that dream become a reality. The YPI Valley Public Charter School (now Bert Corona Charter High School) opened its doors in the fall of the 2015-16 school year with the goal of providing the same</p>	<ul style="list-style-type: none"> ● Charter Petition ● LCAP ● Mastery Learning (research) ● SBG (research) ● PBIS (research) ● Growth vs Fixed Mindset (research) ● Mission ● Vision ● S.L.O <ul style="list-style-type: none"> ○ College Ready ○ LLL ○ Active Citizens ○

excellence in service and academics that the middle schools have provided for over a decade.

Bert Corona Charter High School’s promise to the community and families is that it will provide authentic learning experiences to its citizen scholars so they seize and create opportunities in their communities. The term “citizen scholar” is particularly important, as its mission is to provide students with the tools to be academically savvy and prepared, but also to be outwardly focused. The goal is that students will not only be ready for college and careers, but that they will also be able to put their acquired skills to use to serve and to better their communities. The mission of YPI Charter Schools is to prepare citizen scholars to be leaders and innovators in their communities, and the school will do this through academically rigorous lessons and high expectations. These lessons will be delivered through authentic experiences that will help to prepare students for college and careers.

VISION -

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a Service-Learning, Project- Based Learning, and technology-integration focus.

MISSION - *Bert Corona Charter High School’s mission is to prepare students for academic success in post-secondary education, to prepare students to be responsible and active participants in their communities, and enable students to become lifelong learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their communities, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.*

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Bert Corona Charter High School has created an educational environment that fosters success in the classroom as well as the community. YPI Charter Schools senior leadership, it’s board members, partners from Youth Policy Institute, and through its SAC, student and parent and school representatives, have together helped to define and shape the implementation of the school’s learning outcomes, which are:</p> <ol style="list-style-type: none"> 1. Prepare students for academic success in high school as well as post-secondary education (College Ready) 2. Prepare students to be responsible and active participants in their communities (Active Citizens) 3. Enable students to become lifelong learners <p>In keeping with these proposed Expected Schoolwide Learning Outcomes (ESLOs), every student who graduates from Bert Corona Charter High School will be:</p> <ul style="list-style-type: none"> ● An Effective Communicator, able to read, write, converse and listen for a variety of purposes. ● An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world. ● A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems. ● A Productive Member of society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community. ● A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals, and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment. 	<ul style="list-style-type: none"> ● SAC agendas ● Youth Truth Survey (Students) ● Parent Engagement Meetings ● Board/Executive Team Meeting Agendas ● On FIRE school mantra (Focused, Intentional, Reflective, and Engaged) ● C.R.A.C.L.L. Posters

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Our purpose, mission and vision are at the forefront of all planning that is done for each school year. With students and parents in mind, we plan parent engagement meetings and trainings, teacher trainings, student instruction, events, and activities that align with our outcomes. Our values and goals are discussed and created with a variety of stakeholders, and we work to include members from each stakeholder group in discussion and planning whenever possible.</p> <p>At Bert Corona Charter High School, our students, parents, and the community are always on our minds when we are planning and goal setting. The mission and vision are the driving concepts behind the choices we make to support our students and the greater community. Thus, our daily activities and instruction are very closely aligned with our mission and vision. Since our first year of instruction began, significant efforts were put into planning our curriculum so it would align with our mission and vision. We are utilizing the UCCI curriculum that has been developed and approved by the UC system and CTE initiative to ensure we are using curriculum that will keep our students on pace for college and career readiness.</p> <p>BCCHS makes all families aware yearly of the unique nature of our grading practices so that families will understand the school’s emphasis on mastery and authentic skill building and intentionality in fighting grade inflation.</p> <p>Counseling and YPI Partner Staff hold regular workshops to communicate college admissions requirements and application processes, and how the school is preparing students to be eligible.</p>	<ul style="list-style-type: none"> ● SAC Minutes ● Charter Petition ● UCCI Curriculum ● Pictures at CHF, Parade, Fenton, Best Friend Society, City of Hope Blood Drive, Holiday Parade, Cesar Chavez March and Dinner, Latina History Day ● School-Wide Priorities Doc ● Parent Conference Documents ● Parent letters regarding SBG and volunteer hours ● Parent communication- Graduation Requirements

<p>We also make sure that we have activities and opportunities in place for our students to be engaged in the community and to become active participants therein. Our students have participated in service projects which include several community organizations located in the neighborhoods where our students live, so that our school is supporting these organizations’ mission to serve the community. These organizations include: Children’s Hunger Fund, MEND, Best Friend Society, City of Hope, City of Pacoima, Fenton Charter School, Cesar Chavez Committee, and Latina History Day.</p>	<ul style="list-style-type: none"> • College workshop docs
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern Bert Corona Charter High School in a manner that will enable the school to achieve its mission as prescribed and permitted by its charter. The Board’s role is one of oversight of school management,</p>	<ul style="list-style-type: none"> • Board Meeting Minutes • Executive Director Job Description • LCAP

<p>specifically, oversight and management of the Executive Director who has oversight and management responsibility of school leadership.</p> <p>Oversight of the school. The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school’s goals set out in the school’s petition. The Board is responsible for the approval and monitoring of the LCAP, and for ratifying the school’s mission. The Board reviews the School LCAP at the beginning of the year and supports the goals set forth and monitors achievement of these goals.</p> <p>Annual financial audit. The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.</p> <p>Appeals by parents. The Board hears appeals by parents on matters of student discipline, including student expulsions.</p> <p>Enhancing the organization’s standing. The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.</p> <p>Ensure legal and ethical integrity. The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.</p> <p>Fundraising. The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.</p> <p>Strategic planning. The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.</p> <p>School Policies. The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of school policies with respect to:</p> <ul style="list-style-type: none">● admissions,● curricular guidelines,● employment and other personnel matters,● student discipline,● special education,	
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<ul style="list-style-type: none"> • English language education for English Learners, • ethics, • transportation, • student food services, • student health services, • communication with students’ families, • communication with governmental and regulatory agencies, • public relations and outreach, and • hearing complaints • all or more particularly set forth in the By-Laws of the School. <p>Executive Director</p> <p>The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the Bert Charter High School. Overseeing all aspects of the organization, from administration to fundraising, the Executive Director will foster a collaborative and engaging community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.</p>	
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Bert Corona Charter High School currently uses a 1:1 Chromebook take-home model for all students. Each student is issued a G Suite for Education account that gives them access to Google’s various collaboration and creation tools. In addition to the Chromebooks our students also have access to Macbooks for when they need to complete more processor-intensive tasks like photo editing, video creation, etc. Our students also use i-Ready for benchmark diagnostic tests, Achieve 3000 for differentiated reading assignments, the Adobe Suite for Visual and Media Arts	Acceptable Use Policy Macbook Carts Chromebooks Data from i-Ready, Achieve 3000, etc YPICS Barracuda Web Security Gateway website Media Release

<p>creation, ALEKS or IXL for adaptive math instruction, and other online programs deemed useful by our classroom instructors.</p> <p>Before students are issued a Chromebook and access to our network, the student and parent/guardian are required to sign our Acceptable Use Policy. The student’s G Suite account is monitored and supported by our on-site technician and the Director of Technology and Integration. At the network level, we use a Barracuda Web Security Gateway to ensure internet safety. We use Barracuda’s preset categories as well as custom categories that allow us to block/unblock sites as needed. This system is monitored and supported by our on-site technician and the Director of Technology and Integration.</p>	<p>Student/Parent Handbook</p>
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Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is committed to community based education and providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community. Therefore we strongly believe in involving and sharing decision making with the participation and feedback of our families and communities.</p> <p>We encourage parents to participate in our Monthly Parent Meetings, the School Advisory Council, and Parent Workshops and Orientation meetings. We also work with parents on an individual basis as it pertains to the student’s IEP, SST or any additional concern with the student.</p>	<ul style="list-style-type: none"> ● Board Meeting ● LCAP ● Parent and Student Handbook ● SAC ● Pan Con Cafe ● Parent Meetings (Individual) ● IEP Parent Meeting ● Monthly Calendar ● Remind Messages

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The Administration of Bert Corona Charter High School works with all its stakeholders to explain the Uniform Complaint Procedure. During the beginning of the year, all parents attend a Mandatory Orientation where all policies and procedures are presented and explained.	<ul style="list-style-type: none"> ● UCP ● SAC ● LCAP ● Parent Orientation

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the LCAP and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of all stakeholders.*

Findings	Supporting Evidence
<p>The planning process for Bert Corona Charter High School began with small focus groups that were held with school leaders, parents, teachers, and students throughout the planning years to collect comments/advice about the LCAP development process and implementation. All feedback was collected, synthesized, and organized to inform the draft LCAP, which was then finalized collaboratively with our board members, administrators, parents, teachers, and students. Our LCAP mirrors our charter petition and it provides a pathway to our future. Bert Corona Charter High School looks at the needs of students with a parent’s eyes. As parents, we have hopes and dreams for our children. Our school is focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting.</p>	<ul style="list-style-type: none"> ● PD ● Board Meeting ● YPICS Leadership Meeting ● Academic Committee ● Administrative Team Committee ● SAC ● Pan Con Cafe (informational only)

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Teachers, administrators, Board Members, parents, community members and others closely review data and discuss the school’s priorities as they relate to all facets of the educational process. Bert Corona Charter High School reviews all internal data on an ongoing basis, including information from internal learning-outcome benchmarks, Success For All reading data, ALEKS (now IXL) math data, Achieve 3000 reading data, MAPS Adaptive Testing (now iReady) assessments, and grades. From critical conversations in professional development meetings within our Professional Learning Community, to reports from senior executives in conversation with the governing board, analysis of student achievement is public and transparent at every level of the organization.</p>	<p>LCAP EL Plan PD Plan MAPS Results iReady Results PD Agendas and Documents YPICS Leadership Meetings Grades</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>YPICS is committed to developing democratic small school communities throughout all program areas of its schools, including academics and student life. The goal of leadership is to foster maximum staff ownership of the development, implementation, and evaluation of school programs. To this end, Bert Corona Charter High School Administration has created collaborative decision making structures to assist in implementing this vision. Professional development meetings are comprised of the Executive Administrator, Director of Instruction, the teaching faculty, and the Education Specialist in charge of special education services on campus. These meetings are used to discuss best practice, consider current practice, calibrate assessment tools, examine student work, and evaluate student performance data in order to design successful instructional strategies and/or interventions. Critical Friends Protocols are used to ensure equitable and thorough communication within the group, so no strategy or observation is left unconsidered. Shorter faculty meetings allow discussion of curricular trips, student leadership initiatives, culture and climate concerns, and calendar commitments such as testing and conferences. Staff have a decision-making voice in these structures, and are both encouraged to bring their voices to the process and challenged to support the decisions with specific accountability within their spheres of influence.</p>	<ul style="list-style-type: none"> ● PD ● All Staff PD ● SAC ● YPICS Leadership Committee ● Academic Leadership Committee ● Administrative Team ● Executive Administrator Meetings

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The current structures in place for planning, consensus building, and resolving differences are:</p> <p>Weekly Professional Development Meetings</p> <p>Weekly Executive Administrator Meetings</p> <p>Weekly Special Ed Staff Meetings</p> <p>Weekly Administrative Team Meetings</p> <p>Weekly Lever Meetings with Academic Leadership Team</p> <p>Weekly Lever Meetings with Director of Technology</p> <p>Weekly Lever Meeting with Leadership Team</p> <p>Lever Meetings with COO and ED as necessary.</p> <p>Teacher preparation period coaching meetings.</p> <p>The technology used to ensure seamless communication between all team members is:</p> <p>SLACK, Google mail, Google Calendars, Trello</p> <p>These structures are in place to ensure the timely and targeted communication of information between team members, as well as to work collaboratively through differences in pedagogy or practice that may need dedicated time and communication for consensus building. In addition, the Coordinator of Instruction holds meetings twice per month with each teacher to ensure the alignment of program implementation. Also, YPICS has an “open door” policy in which any team member can speak with any other team member for the purposes of addressing problems and concerns.</p>	<ul style="list-style-type: none"> ● Slack ● Google Calendar ● Gmail ● Trello ● Open Door Policy

A4. Staff: Qualifications and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The process to ensure all staff members are qualified for their responsibilities starts with the hiring process and continues for the duration of the staff member’s employment at YPI Charter Schools. When vetting candidates for interviews, we make sure a team of administrators looks at the resumes that have been submitted before we call anyone in for an interview. This team reviews the resumes and letters of reference for each candidate to ensure they have adequate credentialing and the experience to fill the needs presented by the open position, or are at least in the process of completing this credentialing. During the interview, we have at least two staff members present to provide multiple lenses from the team. Once an offer has been made and accepted, our team members participate in ongoing professional development.</p>	<ul style="list-style-type: none"> ● Onboarding process (Zubia) ● PD Agendas

<p>We have regularly scheduled trainings each Monday for 90 minutes and throughout the year we have pupil-free days during which we can engage in more in-depth and rigorous reflection about our work and/or our students.</p> <p>Our teaching team and our operations team meet weekly with the site lead administrator to ensure that we are always on the same page. All team members (both faculty and staff) have the opportunity to participate in professional learning that will add value to their professional capacities. At times our training is differentiated based on staff performance to ensure that all staff members are learning and being equipped in their areas of growth.</p>	
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>When a new staff member is hired, he or she is provided with a copy of our employee handbook and all of our policies are shared with the new employee. During our summer professional development, which is a minimum of 7 days for returning staff and 10 days for new staff, we cover our major policies and then revisit the policies as needed throughout the year. For example, our grading policy is discussed during a staff meeting right before our first report cards go out for the year. Additionally, as our leadership team reflects on our progress throughout the year, we may decide to revisit and review a policy if we feel our staff is not clear on the expectations. Our policies are reviewed twice annually (in January and in July) by our leadership team and then the policies are revised and sent to all existing team members and other stakeholders.</p>	<ul style="list-style-type: none"> • Handbook (Zubia /Gamez) • Summer Onboarding Agenda

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>YPI Charter Schools is dedicated to the professional growth of all personnel. To ensure that there is someone who is always focused on our teachers and their growth, we have an administrative structure in place that has a Director/Coordinator of Instruction for each school. When our whole team is in place, there is also a Director or Coordinator of Culture and Climate, as well as a Director/Coordinator of Operations. This division of labor allows our Director or Coordinator of Instruction to focus on the academic needs of teachers and students. We allocate 90 minutes weekly for professional development and also strategically plan pupil-free days during which teachers have time to reflect more thoroughly on their practice and on student performance. Our professional development plan at the high school has been focused primarily on planning and assessment for standards-based mastery grading for the first semester of its operation. Our teachers have been using UC Curriculum Integration (UCCI) course syllabi to plan units that will prepare students for success in UC/CSU coursework, and specific career technical education fields. They have been using this curriculum structure to analyze the Common Core College and Career Readiness Standards and have been writing learning outcomes and accompanying rubrics that will coach students to independent mastery of the standards-based knowledge and skills for each course. These rubrics are highly effective for our students and teachers for reflecting on the learning that has truly taken place.</p>	<ul style="list-style-type: none"> • BCCHS PD (Agendas)(weekly structure) • YPICS PD

<p>We know that if students understand which skills and what content they have mastered and where they still need practice, they will be able to push their own development and learning on the pathway to success. Preparing to facilitate student learning through this process is a highly intentional process to which we have dedicated a significant part of our professional learning time together. To further calibrate our work of adequately preparing college-ready learners, we have begun evaluating our own rubric writing using the V.A.L.U.E rubrics written by the Association of American Colleges and Universities. These performance rubrics isolate and explicitly describe the skill set that every student should possess upon graduation from an undergraduate program at an American University.</p>	
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The instructional team actively participates in ongoing professional development, discussion, and learning process that will help all members of our team grow in its professional capacities. We consider ourselves a professional learning community, as reflection and discussion are key components of our professional development plan. Each week, our teachers participate in professional reading/discussion led by our Director of Instruction (DOI). Teachers are observed and have the opportunity to discuss their instructional program, data, and results with the DOI on an individual basis. We have recently invested in a professional growth strategy called Get Better Faster, and we use a program called Whetstone to help teachers analyze their abilities in all areas of their practice, including professionalism, planning, instructional practice, parent interactions, and learning. This program is used weekly through observations, feedback, PD conversations, and one-on-one discussions with our teaching staff and director of instruction.</p>	<p>Video Footage GBF Waterfall One on One Conference Notes Whetstone Feedback</p>

<p>Teachers have the opportunity to reflect on their own performance and to discuss growth needs with the DOI. At the end of the year, a final evaluation is written by the DOI using Whetstone, and the results are shared with each teacher individually. At this time, the teacher will set growth goals for the upcoming year with the DOI to ensure that we are consistently growing as a team.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Guided by the vision and mission of the school, the YPICS Board of Directors allocates resources in order to prepare our students to become college ready, active citizens, and lifelong learners. The leadership team annually reviews the school wide priorities (See Priorities Chart) which encapsulates the input of all school stakeholders (YPICS administration, school site administration, faculty, staff, parents, and students). Through the use of a committee structure, stakeholders use data (financial, academic, attendance, behavioral, and parent engagement) to determine school wide priorities and make recommendations to the Board of Directors. The YPICS decision-making process supports meeting the student needs identified in the district Local Control and Accountability Plan (LCAP). Since our first year of operations,</p>	<ul style="list-style-type: none"> ● Budgeting Process ● COO ● Budget Worksheets

Bert Corona Charter High School, the YPICS Executive team and the Executive Administrator have been making financial and resource allocation decisions for the school. Committees have been established that consist of culture and climate, parent engagement, and parent advisory council. The academic achievement committee and student leadership have already been established and are functioning.

The focus of financial resources are targeted at:

1. Using Common Core State Standards to create a standards based grading process for student assessment.
2. Using a PBIS framework to create a positive school culture and climate.
3. Purchasing materials and equipment to establish the basic needs of a school and meet the thematic needs of the academic program including media arts education and early college access.
4. Hire highly qualified faculty and staff.

Budgeting Process

Policy: In consultation with the Executive Director and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

The Executive Director will work together with the Chief Operations Officer and all Executive Administrators and program managers to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year. ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures. ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants. ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year. The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board. The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year. ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

<p>Review of equipment and materials procurement policies. Purchases & Procurement Policy: All purchases must be authorized first by the school’s Executive Administrator and finalized by the Executive Director or Chief Operations Officer. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process. Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html</p> <p>The Governing Board must approve any contract over \$25,000.</p>	
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>YPI Charter Schools works with Excellent Education to ensure the most effective use of the funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. YPICS accounting procedures conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. YPICS uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a</p>	<ul style="list-style-type: none"> ● Budgeting Process (ED, COO, ExEd) ● YPICS Fiscal Policies and Procedures

<p>liability is incurred regardless of when the receipt or payment of cash takes place. Bank reconciliation and approval occur on a monthly basis. Financial duties are distributed among multiple people to ensure that financial transactions are properly authorized, appropriated, executed and recorded, and to ensure protection from fraud and error. The YPICS Board of Directors contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, and, if applicable, the U.S Office of Management and Budget’s Circular A-133. The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the Standards and Procedures for Audits of California K-12 Local Education Agencies in order to properly conduct the audit.</p>	
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Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is co-located with Maclay Middle School. The LAUSD campus has sufficient space to house Bert Corona Charter High School when it achieves full enrollment of 480 students and will meet the needs of the vision and mission of the charter. The facilities are safe, functional and well maintained.</p>	<ul style="list-style-type: none"> ● Prop 39 ● Classroom Walkthroughs ● Creative use of space (Gear UP/ College Loft)

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School secured grant funds to help acquire its initial instructional materials and equipment to establish the basic needs of the school and meet the thematic needs of the academic program, including science laboratory tools and equipment, physical education equipment, and visual and media arts technology. Financial resources have been allocated through the budgeting process to ensure the procurement, upkeep, and replacement of all essential instructional materials. Bert Corona Charter High School has a state of the art media arts computer lab, science classrooms with experiment equipment and materials, computer resources which students can use in each classroom, and one Chromebook computer for every student enrolled. The Visual and Media Arts program, which is our CTE pathway, has also been funded by CTE pathway grant funds to bolster the industry-standard level of technology with which we are able to train our students.</p> <p>In addition to the material and technology-rich environment created for our students, BCCHS invests in both a Director of Technology and Integration as well as technology support personnel who place, prepare, troubleshoot, and repair technology resources both at the district and school site level. These personnel ensure that a technology-rich environment, which is also a technology-dependent environment, is consistently maintained to peak performance so as not to hinder the realization of the vision and mission of the school.</p>	<ul style="list-style-type: none"> ● P.O. Ordering Process ● Example P.O.s ● Spendbridge

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>YPICS full-time regular staff compensation is comparable to LAUSD district staff, including comparable health and life insurance benefit packages. Tutors and supervision aid positions which are normally not full-time positions are paid at the lower range of the LAUSD scale for classified staff. This year, benefits packages were shifted to a one-provider plan, and a buy-out option was approved by the YPICS board.</p> <p>All YPICS employees participate in paid professional development that is offered by YPICS or the school site. Professional development is planned based on the school wide priorities for all learners, school site needs or individual growth plans for staff. YPICS employees participate in 10 full days of training during the summer, and between 3 and 5 full days during the school year, in addition to the weekly professional development time allocated throughout the instructional calendar.</p>	<ul style="list-style-type: none"> ● YPICS Salary Table ● Offer of Employment ● Benefits Registration ppwk ● YPICS PD agendas

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The BCCHS LCAP goals are the goals for students achievement for all students. In order to effectively manage school resources to provide the best possible instructional program for meeting these goals, BCCHS works with the COO of YPI Charter Schools and ExEd to direct available resources towards the programming and staffing that are imperative for delivering on the promise of college readiness and UC/CSU eligibilities as spelled out in the LCAP goals .	<ul style="list-style-type: none"> ● LCAP ● Budget Worksheet ● Budget Revision History

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
The YPICS Board of Directors allocates resources in order to prepare our students to become college ready, active citizens, and lifelong learners. The leadership team annually reviews the school wide priorities which are developed with the input of all school stakeholders (YPICS administration, school site administration, faculty, staff, parents, and students). Through the use of a committee structure, stakeholders use various data sets (financial, academic, attendance, behavioral, surveys, and parent engagement) to determine school wide priorities and	<ul style="list-style-type: none"> ● SAC ● LCAP ● Master Schedule ● HS Staffing model

<p>make recommendations to the Board of Directors. In the first four years of BCCHS existence, each year has required a new level of programming to accommodate the needs of each successive grade-level cohort in its matriculation towards graduation and UC/CSU eligibility. Adding courses to the master schedule has required new financial commitments for highly qualified staff and resource allocation. These changes have been anticipated as part of the long-range staffing and resource allocation planning each year.</p>	
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Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policies that define internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>YPI Charter Schools works with Excellent Education to ensure the most effective use of the funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. YPICS accounting procedures conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. YPICS uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of when the receipt or payment of cash takes place. Bank reconciliation and approval occur on a monthly basis. Financial duties are distributed among multiple people to ensure that financial transactions are properly authorized, appropriated, executed and recorded, and to ensure protection from fraud and error.</p> <p>The YPICS Board of Directors contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, <i>Government Auditing Standards</i> issued by the Comptroller General of the United States, and, if applicable, the <i>U.S Office of Management and Budget’s</i></p>	<ul style="list-style-type: none"> ● Exed ● Board Meeting Minutes

<p><i>Circular A-133.</i> The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the <i>Standards and Procedures for Audits of California K-12 Local Education Agencies</i> Audit in order to properly conduct the audit engagement.</p>	
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Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>YPICS has stringent segregation of duties from the school site level to the Board of Directors.</p> <p>Contracts can only be approved and signed by an Executive Administrator, the Chief Operations Officer, or the Executive Director. Any contracts over \$50,000 require Board Approval. Our back office, ExED, houses the physical checks and the Board receives the check registers at the Board Meetings to review all outgoing payments. Any payments needing to be paid out are entered into our procurement system, Spendbridge, which goes through at least three levels of approval (site, back office accountant, back office account manager). The Executive Director authorizes any transfer of funds. Chief Operations Officer or Executive Director authorize payroll.</p> <p>The HR Coordinator enters new employee information into the HR system while ExED updates salaries and runs payroll. All Payroll registers are prepared and sent by ExED for approval then reviewed by the HR coordinator and by the Chief Operations Officer who approves the registers.</p> <p>ExED reviews and reconciles bank transactions. Money/checks collected on site are deposited within 10 business days and deposit</p>	<ul style="list-style-type: none"> • Exed • Board • Fiscal Policy

<p>recaps are sent to ExED as back up.</p> <p>The Board of Directors authorize credit cards/ credit card limits for admin based on positions. Card holders submit all original receipts, recaps and purchase back up monthly to the AP department for reconciling.</p>	
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Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>YPICS and Bert Corona Charter School leadership believe strongly in maintaining transparency in all areas of public school education. In order to ensure transparency in the school governance and finance, YPICS Schools participate in district oversight visits, follow the requirements of the Brown Act, report on fiscal matters every month at board meetings, and conduct fiscal audits every year. Each of these measures are essential for ensuring transparency around the finances of the parent YPICS organization and school.</p>	<ul style="list-style-type: none"> ● Exed ● SAC Minutes ● Board Meeting Minutes

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves*

Findings	Supporting Evidence
<p>YPICS actively monitors salaries in public education for all administrators, faculty, and staff positions. The YPICS Board of Directors and Leadership Team believe that competitive salaries and strong supportive learning environments for adults that focus on personal and professional growth are major keys to building successful public schools. As such YPICS salaries are competitive with LAUSD salaries.</p> <p>BCCHS Teaching staff are compensated according to a salary scale that is commensurate with that of LAUSD</p> <p>YPICS Administrator salaries are lower than but competitive with LASUD Administrator salaries. YPICS School administrators receive comparable health and life insurance benefit packages. However salaries are lower than district administrators because YPICs campuses have additional staff that district sites do not. For example, LAUSD schools with under 500 students have one administrator, while YPCS schools that are fully enrolled with 340 or more students have three administrators. BCCHS, due to the nature of being a college-readiness high school, has more than three administrative staff in order to allow each staff member to stay focussed on specific areas of the school’s programming.</p> <p>YPICS full time regular classified staff are paid comparably to district staff and receive comparable health and life insurance benefit packages. Tutors and supervision aid positions which are normally not full time positions are paid at the lower range of the LAUSD salary scale for classified staff.</p>	<ul style="list-style-type: none"> • Budget • Salary Scale

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>The YPICS Executive Team, Director of Marketing and school site leadership work together to create long-term plans based on the school’s vision and mission. Recruitment and retention of students and families from local neighborhood catch-zone schools is critical to the long-term viability of the BCCHS vision and mission. To this end, our Director of Marketing, in consultation with the Executive Director, Assistant Executive Administrator for BCCHS, and operations team at BCCHS, designs outreach marketing tools and strategies to maximize the visibility and presence of our school on line, in local neighborhoods and middle schools so that families know there is a safe and supportive small high school experience available to them if the larger comprehensive schools do not serve the learning needs of their scholars.</p>	<ul style="list-style-type: none"> ● Post cards ● Street Banners ● Sidewalk Banners ● Web Sites

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>In order to ensure transparency in school governance and financial management, YPICS Schools participate in LAUSD district oversight visits, reports on fiscal matters every month at board meetings, and conducts fiscal audits every year. Each of these measures are essential for ensuring transparency around the financial management of the organization and school.</p> <p><u>District Oversight Visits</u></p> <p>Bert Corona Charter High School’s Charter is authorized by the Los Angeles Unified School District. The LAUSD Board of Directors has delegated its oversight authority to the LAUSD Charter School Division (CSD).</p>	<ul style="list-style-type: none"> ● Board meeting minutes ● LAUSD Oversight Visit Report

The CSD conducts oversight visits annually. In depth reviews are conducted focusing on four focus areas:

1. Governance
2. Student achievement and educational performance
3. Organizational Management, Programs, and Operations
4. Fiscal operations

YPICS and Bert Corona Charter High School staff participate fully in these oversight visits.

YPICS Board of Directors Meetings

YPICS has monthly Board of Directors meetings at one of the YPICS school sites. Monthly fiscal reports and check registers are reported on and reviewed. Faculty, staff, students and parents are invited to attend board meetings.

Audits

The YPICS Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit* in order to properly conduct the audit engagement.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

The school has a clear and coherent vision and mission which are communicated to staff, students and families through its school wide learning objectives: college readiness, active citizenship, and life-long learning. These are clearly defined and communicated to all stakeholders. The school uses its financial resources transparently and effectively to secure highly qualified staff and an abundance of instructional materials. Staff are offered regular and rigorous professional development that is aligned to the school wide learner outcomes and LCAP goals. The school's governing board effectively manages all financial operations, human resources, and instructional programming through the Executive Director and Chief Operations Officer.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

The school is managed by a highly skilled Executive Director with years of experience as a teacher, school leader, board member, and charter school advocate.

The school is connected to the local community through ongoing relationships with numerous organizations who are invested in improving the lives of local residents, which supports the schools school wide learner outcome of becoming an active citizen.

The school has secured highly trained, credentialed, and professional staff, including staff members with masters degrees in education, doctoral degrees in science and law, multiple years of AP teaching experience, multiple years of administrative experience, and industry experience in visual and media arts and technology.

The school provides an abundance of instructional materials, including: all students have 1-to-1 24/7 laptop access, science laboratory equipment, adaptive online instructional programs, credit recovery programming, concurrent enrollment college course materials, and all books and materials required by UC approved UCCI syllabi.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Professional development at YPICS has at times seemed overwhelming to teachers in its scope, sequence, and quantity, and has not necessarily felt immediately equipping. Staff have expressed the need to spend time planning and preparing for students rather than spending so much time, often full days, in meetings. Critical learner needs require staff to be trained in reading comprehension strategies that allow all learners full access to curriculum. Professional development goals and agendas should be more narrowly focussed towards these concerns, with specific deliverables and subsequent coaching and support, and a minimization of information transmission regarding organizational compliance issues that could be covered using different mediums. Also, staff need differentiated professional development opportunities yearly, including required full day and full week professional development meetings, so that all staff are grown in the areas of critical learner needs.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School Academic Leadership anchors it’s instructional practices in the work of several education and psychology researchers. The combined influences of these researchers has been to develop a compassionate, authentic, rigorous approach to teaching and learning in which all students of all subgroups can experience growth and success in a UC/CSU college preparatory academic program. Given the nature of our student population being almost entirely students whose first language is not English, and all qualifying for free and reduced meal programs, we wanted a driving philosophy and pedagogy of teaching and learning to be growth-oriented, not accountability-driven.</p> <p>Bloom and Mastery Learning</p> <p>Reteaching and rehearsal, resulting in multiple opportunities to show mastery of content, rather than coverage and deadlines, changes the emphasis of assessment to growth over time, and can move the bell curve of typical grades distribution so that very few students fail.</p> <p>Vygotsky</p> <p>Lev Vygotsky’s Zone of Proximal Development and the More</p>	<ul style="list-style-type: none"> ● Guskey-Formative Assessment and Bloom (Mastery Learning) ● Vygotsky-ZPD and The More Knowledgeable Other ● Marzano-The Need for a New Scale ● Miller-A Better Grading System ● V.A.L.U.E. Initiative of the AACU ● Book: Formative

<p>Knowledgeable Other change the classroom climate and culture into a place where everyone growing together becomes the shared goal, and both adults and students can help each other press into and through new and rigorous content.</p> <p>Standards-Based Grading Several researchers and pedagogical pioneers have recognized the need for a new approach to developing a grade that communicates real information about student progress. John Marzano and Rick Wormeli have led this work, and BCCHS has pioneered an implementation of the concept that uses our student information system to record progress towards mastery rather than simply completion of tasks and individual grades. Standards based grading at BCCHS is guided by performance rubrics with explicit descriptions of skill indicators at different levels of mastery.</p> <p>Hattie and Affect Sizes John Hattie’s meta-analysis of thousands of education research projects led to his globally referenced categorization of over 200 practices carried out by classroom educators, and his subsequent ranking of each of them in terms of the overall educational progress (as measured by a relative metric of annual expected growth) that each practice can lead to, in a student’s experience. BCCHS teachers have woven some of the most impactful of these practices into their teaching in order to promote accelerated growth in their students.</p> <p>V.A.L.U.E. Project (AACU) BCCHS teachers use a set of rubrics developed by an initiative of the American Association of Colleges and University called the Valid Assessment of Learning in Undergraduate Education as an anchor document for rubric development. It is an exceptionally detailed and careful work attempting to capture and articulate the skill sets that American university undergraduate students should possess upon receipt of their Bachelors Degree. The depth and complexity captured in the graduated levels of for each domain of skill is both informative and challenging to the team as they attempt to capture the detail and rigor for each critical skill in their own mastery rubrics.</p>	<p>Assessment and Standards Based Grading. (Marzano)</p> <ul style="list-style-type: none"> • Book: Fair Isn’t Always Equal (Wormeli)
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Bert Corona Charter High School derives its college and career readiness standards from the California Common Core and the California Frameworks for Visual and Performing Art, World Language, and Physical Education.</p> <p>All core content courses meet UC A through G requirements, are approved by the UC High School Articulation Unit (including all AP courses), and are visible for analysis on the UC Doorways A-G Course Management Portal.</p> <p>Most BCCHS courses in English, Math, Science, and History are pre-approved courses through the UCCI program (University of California Curriculum Integration), which integrates career technical education skills with typical high school articulation A-G courses.</p>	<ul style="list-style-type: none"> ● Illuminate Board ● Course Syllabi ● AP Syllabi ● UC Doorways Page

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>The first and most critical of all Schoolwide Learner Outcomes at Bert Corona Charter High School is College Readiness. All academic courses at Bert Corona Charter High School are driven by college and career readiness standards as embedded in the CA Common Core Standards and/or the CA Curriculum Frameworks.</p>	<ul style="list-style-type: none"> ● Course Syllabi ● CA Frameworks ● CA Common Core Standards ● SBG Rubrics

<p>The concepts and skills taught in each A-G UC/CSU preparatory course are derived directly from these standards, and codified in performance rubrics with explicit indicators of skill and concept mastery articulated at every level of mastery. The integration of CTE skill instruction into UCCI courses ensures that students are exposed to a rigorous and relevant college and career ready educational experience. The planning process for teachers starts with the common core and/or framework/CTE standards, which are then disaggregated into “know” and “show” skill sets, which then become daily learning outcomes for which detailed and explicit rubrics are created. Some teachers at the school have felt that they lack certain CTE specific skills in order to fully implement the instructional program outlined in some of the CTE UCCI courses, and have expressed a need for greater access to professional development to prepare for teaching these courses.</p>	<ul style="list-style-type: none"> ● Unit Plans ● Lesson Plan template and example plans
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>BCCHS teachers using UCCI course syllabi have interdisciplinary project work embedded in their courses, all of which require collaboration and articulation between teachers to ensure the interdisciplinary, shared delivery of college and career standards-based skill development through all involved BCCHS coursework. Multiple outsourced curriculum tools are used to support this work, including Achieve 3000, IXL, and Adobe Creative Suite.</p>	<ul style="list-style-type: none"> ● UCCI Syllabi ● IXL ● Achieve 3000 ● Adobe Creative Suite

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>The primary feeder school for Bert Corona Charter High School is Bert Corona Charter Middle School. Parents led a long-term initiative to get the high school chartered and opened in the fall of 2015, and to this day, it is the primary articulation middle school that feeds our enrollment. The campus on which we run our facilities for school operations is an LAUSD Middle School, Maclay Middle School, and families have become aware of us through both word of mouth and an aggressive awareness campaign to local families led by our Executive Director, but the extent of articulation regarding our curricular programs is not as extensive as that received by Bert Corona Charter Middle School Families. Pacoima Middle School is also in the catch area targeted by our information campaigns.</p> <p>Students at BCCHS take concurrent enrollment college courses through Los Angeles Mission College but held on our campus. Professors and other outreach staff are regularly exposed to our mastery learning and standards based grading approach to teaching and learning, and our students are conversely exposed to traditional college coursework and grading through these concurrent course experiences. The college and career counselor at BCCHS is an experienced community college articulation veteran who has worked in the high school bridging and articulation world for many years, and knows the high school to junior college to university pathway intimately, making him a highly effective advocate for our families as they assist us in preparing our scholars for college.</p> <p>BCCHS has only two cohorts of graduates currently enrolled in colleges and trade programs. The college persistence data for the first cohort is presented in Chapter 1. We have not yet begun to conduct our persistence survey for the class of 2019 as many colleges and universities do not commence until mid September. The college and career counselor, academic administration, and families of BCCHS will develop an articulation survey to track and monitor yearly college persistence, beginning with this 2019 cohort.</p>	<ul style="list-style-type: none"> ● BCCHS Outreach Events ● LAMC enrollment agreements ● College persistence data for cohort 2018 ● BCCHS Recruitment Photos

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>In order to graduate from Bert Corona Charter High School and receive a diploma, all students, including those with learning disabilities and those learning English as a second language, must matriculate through a UC-approved A through G core and elective educational program. This is the only course pathway offered to our students. There are no other pathways or tracks. All students graduating from BCCHS are CSU/UC eligible, by virtue of their coursework completed at the level of a C or better.</p> <p>All 9th grade students at BCCHS are enrolled in a College and Career awareness course, as well as those who transfer into our school and have not yet had a similar course at their transfer institution. The learning outcomes for this course focus explicitly on gaining an awareness and understanding of the process of becoming college eligible and career ready. Students conduct college searches, explore possible majors, research financial aid options, and create college pathway accounts on californiacolleges.edu. In addition, students are taught to communicate on multiple platforms in the workplace, craft a resume, conduct mock interviews with adults who work at the school site, and take career</p>	<ul style="list-style-type: none"> ● UC Doorways Course List ● “The Board” counselor screen in illuminate ● College and Career class learning outcomes and course description ● GEAR UP Mission and Vision ● College visitation photos

<p>interest inventories.</p> <p>Every year since the school has been in operation, multiple adults have taken students on college visitation trips, not exclusively the college and career counselor. Staff who are excited about their alma mater have spearheaded these trips, modeling for our students a sense of accomplishment and personal vision.</p> <p>The YPI GEAR Up team conducts monthly workshops for students through our Advisory classes, exposing students to the possibilities for both classical 4 year university training as well as career technical education opportunities.</p> <p>Most students face challenges in the area of reading and writing on grade level, especially when reading and responding to informational text, as demonstrated by periodic assessment data. In order make informed choices about college and career opportunities, students will need to close reading and writing gaps as much as possible before culminating.</p>	
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>In order to graduate from Bert Corona Charter High School and receive a diploma, all students, including those with learning disabilities and those learning English as a second language, must matriculate through a UC-approved A through G core and elective educational program. This is the only course pathway offered to our students. There are no other pathways or tracks. All students graduating from BCCHS are CSU/UC eligible, by virtue of their coursework completed at the level of a C or better, unless otherwise stipulated in an individualized education plan. In addition to the UC/CSU preparatory program, BCCHS has a Visual and Media Arts CTE pathway program that equips students over a three year period, to use Adobe Creative Suite, Blender 3D</p>	<ul style="list-style-type: none"> ● Classroom observations of small group instruction and conferencing ● Counselor “Board” ● CTE Pathway course descriptions ● A-G UC doorways

<p>object creation, 3D printing, Portrait and Fine Art Photography, Video capture, editing and rendering, large format printing, silk screening, fabric printing, and more.</p> <p>In order for students of different learning styles and skill sets to have equitable access to the A-G curriculum and CTE course pathway, teachers at BCCHS employ the following strategies and solutions to ensure that every student in every class has had the maximum possible opportunity to attain mastery of the standards-based concepts and skills being presented to them through the instructional program:</p> <p>Teaching for Mastery - Students are exposed to repeated modeling and given multiple opportunities to rehearse and practice skills, and are given regular and repeated feedback until mastery is achieved at the level that is maximizing the student’s potential.</p> <p>Standards-based grading- Students are not given grades for each task they complete or each exam they take in their courses. Instead, they are given numeric rubric scores that correspond to an explicit description of mastery for the specific skills involved in completing the task or exam. Students are not given zeros at any time, only scores of 1, 2, 3 or 4, and until the final course grade is recorded, students may work to improve their mastery scores. In this way, assessment is explicit and transparent from the beginning of a unit to the end, and all students know what they are aiming for regardless of the specific task. Mastery rubrics are not task specific, they are standard-based learning objective specific.</p> <p>Small group instruction and conferencing- This is the primary strategy to ensure differentiation and personalization within core and CTE classes. Students learn when they have meaningful conversations with knowledgeable adults, and for each student, what is meaningful determines what gets learned to automaticity. The only way to ensure that we are effectively checking for understanding and acting on those checks is to give our scholars access to us in smaller settings. Those could be with a group of three or four students who are working through the same elements of the curriculum, or with one student who needs a more restrictive level of support. GEAR Up tutors help us provide this level of personalized instruction in our classrooms by adding more knowledgeable adults that students have access to.</p>	<p>approved course list</p> <ul style="list-style-type: none"> • Fully included SpEd population • SBG rubrics
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>At BCCHS, our mantra for communications with families regarding the progress of our scholars is “no surprises.” We send home progress reports every 5 weeks, although the first of these is to share our perceptions about student engagement and attitudes towards school. The 10, 15 and 20 week reports are to communicate progress towards a mastery-based passing grade. We also require teaching staff to reach out to families in the event they begin to see evidence of potential academic failure. For non-Spanish speaking faculty, we have arranged a communication partner program in which we pair them with a Spanish-speaking colleague who will place phone calls to parents for them on a weekly basis, shortening the time between communications through report cards, and communicating critical concerns as they arise.</p> <p>Before a report card is ever issued, all parents and students have access to our student information system, Illuminate, and can maintain real-time tracking of student academic progress towards a passing grade in all courses. This portal allows students to see their mastery level in all of the standards-based learning objectives being measured and scored for each course being attended in any given semester. The grade builds as the result of a GPA-style average of mastery scores as the semester progresses, until the grade is locked at the end of the semester. If a student does not pass a course, they are either reprogrammed into that semester course at a later date, or given the opportunity to take a UC approved credit recovery course through the Acellus online education program.</p> <p>For the first three years of the school’s operation, all students and their parents were invited twice a year to participate in traditional parent-teacher conferences in which parents of every student met with every teacher on their child’s schedule. Operations staff at BCCHS would call and confirm appointments with at least one</p>	<ul style="list-style-type: none"> ● Illuminate parent and student portal ● Weekly College Application workshops ● Parent conference sign schedules and documents. ● Student led conference schedule ● IEP meeting minutes/notes.

parent or guardian of every student at our school. The turnout was over 90% each year, twice a year. As the school has now grown to an enrollment of 200 students, it has become difficult to schedule those meetings with any significant time for substantive conversation, for all 200 students and every teacher. The 2018-2019 school year was the first year in which the school only scheduled students that teachers felt it was imperative to see. This felt counter to the school's highly intentional culture, so for the upcoming 2019-2020 school year, BCCHS is going to attempt to roll out student-led conferences. Once again, all students will have confirmed appointments with their parents, but multiple students will meet simultaneously in the classroom of the Advisory teacher. Each student will walk his/her parent or guardian through evidence of current academic progress, including the current report card, and answer questions. The Advisory teacher is there to help guide and facilitate the conversation when necessary, but is not the focal point of the conversation. It is hoped that this transition will build both ownership and capacity for academic independence in our scholars.

The college and career counselor at BCCHS leads weekly college application workshops during the fall semester to assist families as they walk with their scholars through the college admissions process. These workshops are voluntary, but allow our counselor additional time to work with groups of our scholars and their families outside of the typical school hours, which can be difficult for our families to access the school. The counselor is still committed to scheduling meetings with families who are not able to attend evening workshops.

All students with IEP are engaged in regularly scheduled IEP meetings in which family members are a valuable and necessary part of the IEP team. Addendum IEP meetings are scheduled whenever students require changes in services or placement.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The first college and career counselor at BCCHS helped 87% of the first graduating cohort (class of 2018) and 100% of the second graduating cohort (class of 2019) successfully apply to 2 and/or 4 year institutions of higher learning, including Jr Colleges, State Universities, Universities of California, Private Universities, and trade schools. The small size and intimate nature of the school make the college and career counselor a person of immense impact and advocacy. With the help of YPI GEAR Up staff, a majority of students in both the 2018 and 2019 cohorts were able to take the PSAT NMSQT as well as the SAT with 100% fee waivers. The 2019 cohort was able to take the SAT twice during the college application process. The college and career counselor brought numerous representatives from regional universities to visit BCCHS students on campus, some of whom carried out enrollment processes during their visits. College visitations have been carried out consistently each year that the school has been in operation, since the fall of 2015. All students have had the opportunity since the spring of 2016 to enroll in concurrent enrollment courses that give students exposure to college-level instruction and assessment. The school has visited regional college fairs on multiple occasions. The combined effect of these efforts has been a college persistence rate of 87% for the graduating cohort of 2018, and a college commitment rate of 84% for the graduating cohort of 2019, including 32 institutions of higher learning having offered admissions to the 41 graduates in this class.</p>	<ul style="list-style-type: none"> ● 2019 Senior Tracker ● 2019 College Acceptance ● 2018 College acceptance data ● 2018 College persistence data ● College visits ● College fairs ● SAT test dates

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona Charter High School has a clear and transparent plan for achievement for all students that is anchored in college and career readiness standards as presented in common core state standards and state curricular frameworks. The school has integrated CTE standards-based skills into its curriculum in most A through G core curriculum courses. The school staff has developed an approach to teaching and learning that focuses on repeated attempts at mastery, resulting in a standards-based grading system that gives meaningful feedback in the form of skill ratings and only locks grades only at the end of a semester. In order to gain full access to the UC and CTE approved curriculum being presented to students at BCCHS, reading and writing deficits will have to be addressed in a way that closes significant performance gaps.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

The school approaches teaching and learning as a process of apprenticeship towards authentic mastery of standards-based academic and career readiness skills using a UC approved and CTE rich continuum of courses, which all culminating students will finish, regardless of difference.

The school assesses all students using detailed and explicit descriptions of mastery that allow students to target specific areas of growth and earn higher mastery skill ratings in order to finish with a passing and /or higher grade in each UC approved course.

All students are provided access to the school's UC approved A through G curriculum through instructional strategies that allow for maximum differentiation, including: multiple opportunities to master standards-based learning outcomes, time for small group learning and conferencing for reteaching and formative assessment, and grading practices that are dependent on skill performance, not assignment completion.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

In order to ensure consistent access to the curriculum for all students, the school must implement significant reading and writing remediation strategies for students who are not performing at a high school level in these areas.

The school must seek out additional professional development opportunities to train faculty in the skills necessary to teach its UCCI courses to fidelity in all disciplinary content areas.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

<p>At Bert Corona Charter High School (BCCHS), all students are involved in challenging and relevant work in their standards-based courses. With the focus on Common Core (CC), College and Career standards, as well as the Next Generation Science Standards (NGSS) practices, BCCHS has focused on creating an environment of learning and individual growth. Incorporating our theme of being on F.I.R.E (Focused, Intentional, Reflective, and Engaged) can also be seen in a school wide setting which further encourages rigor for both students and staff.</p> <p>Educators at BCCHS have a focus on professional development, and during regular school hours we have time to visit and observe our peers’ classrooms and observe the micro-culture in each individual’s classroom. This allows the visiting educators to observe the best practices in regards to the production of high level work conducted in their spaces and use these techniques in their own classrooms to help improve their practice. Conducting this also shows the students how even we as educators are practicing the F.I.R.E. principles.</p>	<ul style="list-style-type: none"> ● Classroom Observations ● Student Work Samples ● SBG Rubrics ● Course in College and Career. ● PD agendas
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<p>Another historical trend in professional development is the focus on peer review of rubrics and of student work. This allows the educators to sharpen their rubric creating lens and allows other educators to provide insight. Many of these student work examples are saved and serve as future exemplars for other students who may initially struggle in understanding how to accomplish a task.</p> <p>Educators at BCCHS use anchor student work samples to calibrate learning objective rubrics so that expectations for what mastery looks like is agreed upon by the faculty. This way students receive similar messages from each educator as they move through their classes and turn in, for example, writing pieces in several classes to several different teachers.</p>	
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>To further encourage our students experiences in challenging work as well as their understanding of their area of study, BCCHS has incorporated the standards based grading approach (SBG). This approach allows our students to review their learning outcomes and understand how they are to be assessed. Constant review of these rubrics during study allows students to reflect on what needs to be done in order to improve their mastery.</p> <p>Common core, framework, and CTE college and career readiness standards are used to determine daily learning objectives (also known as learning outcomes) that are then given specific indicators for students to use to understand what is expected of them when those</p>	<ul style="list-style-type: none"> ● SBG Rubrics ● Learning Outcomes ● Conferencing ● Standards ● Lesson plan documents with linked rubrics ● Unit plan documents with linked rubrics

<p>standards are mastered. The indicators are captured in a rubric, which is presented to students before they begin their work, so they know exactly what to work towards when they begin.</p> <p>To encourage high levels of rigor, students are focused on achieving a target goal of proficient/independent or higher (advanced) on the rubric. If a student achieves a mastery score on a formative assessment that indicates they are achieving below the target mastery goal, student-to-teacher conferencing is conducted to provide instant feedback on how to improve throughout the lesson activity.</p>	
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Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>The primary driving pedagogy behind embracing and implementing mastery learning and standards based grading is differentiation. Not all learners learn at the same tempo or volume given the rigor of A through G curriculum. Allowing students to work at different paces, learn with different tools, complete different tasks, and produce different quantities of evidence for their learning is not only reasonable in a mastery learning environment, it is compassionate and responsible in a second language learner environment. Our grades are driven by evidence of mastery of specific standards-based learning objectives, not completion of specific tasks.</p> <p>BCCHS has focused on instructional differentiation as a key focus in providing all our students with access to the curriculum. This starts with specialized PD instruction on reviewing trends in state and district scores and collaborating with one another along with administration on how to best serve the critical learning needs of our students. During these PD’s we also focus on EL strategies to help develop our reading and writing strategies in our content</p>	<ul style="list-style-type: none"> ● SBG Rubrics ● Student Work Samples ● SBG Gradebooks ● Interactive Instructional Websites ● MAPS scores ● PD Agendas ● Collaboration with other teaching staff. ● Student Personal Computers ● Classroom carts and other technologies ● Google Classroom ● IXL

<p>classes to further strengthen our students in these areas.</p> <p>BCCHS also has a continued focus on growing in our professional development meetings to allow educators to grow in our differentiation methods and review best practices so that others may incorporate them. A key focus that is continually worked on is the critical friends review where teachers review rubrics and student work examples from other educators and provide meaningful feedback on how to make them more accessible to students. This may even include how to differentiate the lesson in other ways and even provide alternate methods of showing mastery.</p> <p>BCCHS differentiates by also incorporating technology in the classrooms on a frequent basis. Every student receives a personal chromebook computer to gain access to various google software tools that teachers use to post assignments and notifications. Students can also use these computers to access various content specific software programs where they can create, visualize, manipulate and visually explore the content. This is especially useful for our EL and SPED students in order for them to gain an understanding of the concepts.</p> <p>Classrooms also have a set of macbook computers students can use if their personal computer is unavailable or a software program is incapable of being used on their chromebooks. Another important factor in utilizing the computers is to give each student the ability to monitor their current progress in their courses through our student information system program, illuminate, and if needed, communicate with their teachers on creating an action plan.</p>	<ul style="list-style-type: none"> ● ALEKS ● Achieve 3000 ● PHET
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>BCCHS helps differentiates and encourages learning through many research-based practices to help facilitate higher order thinking skills and giving all of our students many tools to master their content. Some strategies are process oriented inquiry learning (POGIL) and Success For All (SFA) techniques where students are presented with a unique set of prompts and have to work together in order to solve the task. Strategies such as these strengthen the collaboration of students and build confidence in their reasoning and oral skills.</p> <p>Many educators at BCCHS also use online software programs that all students can access at any time with the use of their personal school-provided computers. These programs include reading applications like Achieve 3000, which utilizes students lexile levels and provides articles appropriate for their continued growth. Others include virtual simulation software like PhET in which students can visualize abstract concepts that can be hard to grasp for many students without the program, especially those with IEP's or who are still learning English. Other software programs provide instant feedback with explanations to students to correct any potential errors and others can provide instant feedback to the instructor on how well the class is working on a particular problem and if there is a trend, more differentiation or reteaching can be done thus correcting any misconceptions or misunderstandings on the spot. ALEKS, IXL, and Duo Lingo.</p> <p>BCCHS also focuses specific segments of our district wide professional development offerings on teacher growth areas with regards to the use of technology. These segments are led by our lead technological administrator who has used the various technological strategies with success in encouraging student engagement.</p>	<ul style="list-style-type: none"> ● ALEKS ● DuoLingo ● IXL ● Adobe ● POGIL ● Achieve 3000 ● Socrative ● Gizmos ● PhET ● PD's on technology (district wide) ● Field Trips

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Educators at BCCHS use various methods to help facilitate the learning of all students. At the forefront are the standards based grading rubrics (SBG) in which educators explain how a student is to master a learning outcome. Students get personalized feedback weekly in their courses, in advisory, and through constant student access to the gradebook. Also all students have individual conferencing session with their teachers where specific coaching can occur. Students are then able to focus on where they currently are in their mastery and how they can improve. This reflection allows all students to continually challenge their current knowledge and to always aspire to achieve higher levels of mastery than where they currently place.</p> <p>One of the instructional hallmarks of all YPI Charter Schools is Project Based Learning. When students are placed in teams to work on a project, the communication is rich with important dialogue. Students with learning disabilities, learning style differences, and language development needs can ask questions that are relevant to them as they use their prior knowledge and that of their peers to grow a new understanding of standards based content. These conversations are also rich opportunities for strategic coaching by teachers, since the questions being asked are questions students have about what is meaningful to them in the moment.</p> <p>Educators also encourage process oriented inquiry learning (POGIL) and Success For All (SFA) strategies where students work in small collaborative groups to complete projects or tasks. Educators in this role tend to serve as facilitators and provide constant feedback on group and student progress as needed in order for the students to achieve their desired goals in mastery. Educators in these roles examine how student interaction is occurring, answering questions and redirecting focus when necessary.</p> <p>A recurring trend at BCCHS is to allow educators the freedom to</p>	<ul style="list-style-type: none"> ● Teacher Coaches: <ul style="list-style-type: none"> ○ Garcia ○ Castaneda ○ Rothenay ● Evidence of teaching for Mastery in all gradebooks ● SFA and POGIL strategies ● Coaching approach to engaging students ● Autonomy, choice and guidance ● Collaborative work amongst teachers ● Project-based learning in classrooms. ● Teachers welcome peer classroom visits ● Obtain coaching strategies from colleagues ● Teaching the students to understand and master our rubrics ● High level of PD on Differentiation

<p>visit their peers to gain further insight into their teaching practices. BCCHS is a fairly small school where virtually all educators will encounter a student which another staff member currently has or has had in previous courses. Visiting teachers during lessons then allows some of the best strategies that are used in one educator’s classroom to be possibly incorporated into their own, and thereby increasing the success of engaging all students.</p>	
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

- **C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is a firm believer in having all students demonstrate their acquired knowledge at higher cognitive levels and extending learning opportunities. With the incorporation of learning objectives taken from the state standards throughout our curriculum, students are encouraged to utilize their knowledge through participating in project based learning that requires all students to conduct relevant research to solve unique problems, develop concepts, create awareness, and use their knowledge to focus on areas of particular concern for their community or themselves. All students BCCHS have access to computer technology with high-speed internet access for conducting research and gaining knowledge that they perceive as important to the standards based project assignments given to them in their A-G core content classes.</p> <p>One example of project based learning that draws on both student prior knowledge and relevant research is carried out in the Biology and Community Health course in a project in which students learn how communicable and inheritable diseases manifest themselves. Students are asked to extensively research a particular disease and prepare brochures to distribute to their fellow classmates and families with information on their findings, bringing awareness of</p>	<ul style="list-style-type: none"> ● Student Projects ● Project-Based Learning research ● Chromebooks ● Student google drive accounts with project elements ● Gradebooks ● Presentation videos ●

<p>what may be affecting their community.</p> <p>Another example from the business course is a project in which students have conducted extensive research in an area of business they wish to develop, and have created a personalized action plan to make their business a reality in the future if they so choose. A third example can be found in the college and career readiness course in which students use their acquired skills and research in order to prepare for future job interviews. Students participate in a mock interview with local adults who specialize in a specific vocational field and give feedback to students regarding how well they have managed to impress the interviewer.</p>	
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrates that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>At BCCHS, we have fully embraced the on F.I.R.E. (Focused, Intentional, Reflective and Engaged) as evidenced by student work including projects and class discussions. This serves as the backbone in how students should approach problem solving and higher level thinking.</p> <p>The various assignments which are used to demonstrate their higher level of thinking and problem solving can be seen in their graphic models conducted in their art course; using mathematical principles to understand how to budget their finances and investment from their algebra courses; and the various written essays across the courses.</p> <p>UCCI course content incorporates themed project work and discourse that require students to access prior knowledge, think, reason, and problem solve in group and individual activities. Each course is based on a particular CTE sector theme, so the coursework is aligned to the types of questions, dilemmas and tasks that students might find working within that sector in the vocational environment. In addition to familiar and classical dilemmas and problems that students are exposed to in a standards based A-G college preparatory course, like statistics, Government, and AP English Literature, all students at BCCHS are asked to think through CTE sector lenses as they consider real work related</p>	<ul style="list-style-type: none"> • Student work examples

scenarios in their project based learning work.	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>All educators at BCCHS utilize technology to assist our students as they work to achieve our schoolwide learner outcomes and our academic standards. Each student receives their own personal chromebook computer with their own school email, and educators extensively use google classroom to post assignments and notifications. Our art courses have a one to one ratio of new iMac computers with Adobe and other various editing software. If a student is missing their computer, BCCHS also includes a class set of iMac computers for their use.</p> <p>Educators across the different contents at BCCHS also use their technological platforms to help diversify their lessons to bring an enriching experience to all students. Programs such as Aleks (changing to IXL) and Achieve 3000 are adaptive to the individual student and provide immediate feedback on their progress. Other software programs such as Socrative give the educator and student immediate feedback on how well the students are doing in real time, and the educator can decide on the spot if a particular pedagogical method is being used effectively.</p> <p>Students at BCCHS are also experienced with our illuminate software program, which they use to track and monitor their current progress in their courses, which helps them in determining which step of action to take if they are in the position of not meeting their standards based learning objectives.</p>	<ul style="list-style-type: none"> ● Each student is issued a Chromebook ● Use of Google Drive ● Computer carts in 11 classrooms ● CTE Pathway Classes ● Coding Software- “Processing” ● Adaptive - immediate feedback for students: level of competence for ● Assessment system <p>Chromebook</p> <ul style="list-style-type: none"> ● Email ● Google Classroom <p>Classroom sets of Macs</p> <ul style="list-style-type: none"> ● Computer Lab ● IT department ● Visual & Media Arts Technology Curriculum and technology ● Aleks ● Achieve 3000 ● IXL ● Khan Academy ● Illuminate -Student Info

	System <ul style="list-style-type: none"> ● MAPS ● iReady
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Educators at BCCHS use a variety of resources beyond the textbook which link students to the real world. The primary portal to these resources is the internet, and all students at Bert Corona Charter High School are issued a chromebook laptop for use at school and at home in order to have access to the resources presented to them by their instructors. The communication platform teachers use for making students aware of resources beyond the textbook is Google classroom, which allows immediate access to web sites, videos, and documents that support their learning. Examples of the rich and accessible resources used by BCCHS instructors include software and programming from HHMI (Howard Hughes Medical Institute) which students use to research and analyze real medical research data; Achieve 3000 software, which provides a research and reading library of tens of thousands of articles that students can use for gathering data and information related to various topics of current events around the world; ALEKS and IXL, adaptive online math platforms that students have round-the-clock access to for gaining real time feedback on practiced standards based math content, and Khan Academy. Students in the life sciences courses conduct real research with knowledge they have learned in class to analyze previous and current student-gathered data from locations in our local wetland habitat, the focus of which is the monitoring of an amphibian species for population trends. In addition, students are given their own periodic assessment data (NWEA MAPS to date, now iReady diagnostic exams) so they can monitor their own personal growth in reading and mathematics skill level. All students can see both their achievements and areas of needed growth, and can set new goals with the help of their instructors. Additional experiences and activities that link students to the real	<ul style="list-style-type: none"> ● Student work examples ● Achieve 3000 ● HHMI Interactive ● Historical MAPS data ● Field Trip Photos

<p>world have come in the form of academic field trips to numerous locations in Southern California. These trips expose our students to places of research and culture (museums and centers), the natural world (state and national parks and local habitats), community based organizations (NGOs), and higher education (colleges and universities, college fairs).</p>	
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>At BCCHS, not only do we focus on the students secondary education success but also emphasize activities and programs to help expose students to new areas of interest that will affect them in their postsecondary career. All incoming students take a college and career course in which students learn college readiness skills, such as effective note-taking, research, and presentation, and are also exposed to potential colleges and postsecondary institutions that have programs of potential career interest for the student. In this course, students also learn about different career path options, the requirements that must be met to attain access to the institutions that can train them in that career, and the necessary steps to prepare for applying. Students work on their presentation skills and conduct mock interviews with individuals based in the Los Angeles area who work in a number of these career fields, giving our students access to how real working professionals</p> <p>Students at BCCHS have volunteered at schools and NGOs with missions and visions that allow our students to see and experience what working in these sectors could look like . Teacher assistants and technology assistants have been roles at BCCHS that allow for a different level of insight into what a career as an educator or IT professional these professions are areas of interest to our students. A course in business has also offered BCCHS students on opportunity to learn what it takes to effectively plan and manage a business, including understanding customer service, product</p>	<ul style="list-style-type: none"> ● Teacher Assistants ● IT Interns ● College and Career ● Photography ● Business Course ● GearUP clubs ● Community partners ● Assembly speakers

<p>design, finance and long term vision.</p> <p>Various clubs have also been offered at BCCHS, both by BCCHS staff and by an extended school day grant program offered by YPI. Each of these clubs offer participating students an opportunity to learn skills that could be used in a professional context after high school. The club opportunities to date have included athletics, photography, yearbook, art, gaming, and speech. The photography and speech clubs have garnered awards and recognition for the school up to the state level of competition.</p>	
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona Charter High School engages all students in a challenging and relevant standards based curriculum that is A through G approved by the UC High School Articulation Unit and thoroughly integrated with career pathway awareness and vocational skill development as evidenced by the UCCI CTE core courses that are implemented at the school in every core discipline. In addition, a dedicated visual and media arts Career Technical Education pathway of three courses utilizes state of the art

tools and an industry experienced instructor to equip students with real and relevant technical skills that are marketable in many of today's related industries.

All students are made explicitly aware of the performance expectations for providing ample evidence of independent mastery of all standards based learning objectives in order to earn a passing grade in each required A through G course and ultimately a diploma from the school. This is accomplished through the use of performance rubrics that articulate indicators of independent performance for every learning objective in every course, which students have access to before instruction commences for any and all units of instruction. Instructors utilize a variety of instructional strategies and pedagogies to ensure that all students not only have access to the curriculum, but can achieve a level of mastery of the standards based learning objectives that is commensurate with personal potential and results in an academic mark of C- or better for every course. These strategies include project based learning, small group instruction, conferencing, adaptive online program implementation, flexible workloads and deadlines that focus on evidence of mastery rather than work completion, and peer tutoring through collaborative group learning. These approaches keep teacher-student interactions operating in a "need to know" mode, in which students approach teachers as coaches with authentic and vital needs for information as they work both independently and in collaboration with their peers, rather than listening passively and missing core content during long lectures. The school's standards based grading model unifies and undergirds these approaches to help personalize a rigorous A through G instructional program for all learners.

The staff of Bert Corona Charter High School recognizes the context in which its diverse learners have matriculated through k-12 education largely in classroom-based instructional models with often limited resources. The staff has endeavored, with the help of generous grant funding and visionary senior leadership from YPI Charter Schools, to offer a vocationally aware and technology rich learning experience to all students, one that includes regular academic and community excursions and experiences beyond the classroom, including college visitations, natural environment and museum research trips, collaboration with community organizations.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

The school provides a differentiated and personalized instructional environment so that all learners, regardless of difference, can access a rigorous A through G preparatory curriculum for UC/CSU admission.

The school offers all learners a technology and resource rich instructional environment with highly skilled, experienced and trained educators.

The school utilizes instructional strategies that allow all students to be partners in learning rather than passive recipients of knowledge.

The school utilizes grading practices that place the emphasis of instructional time on

mastery of standards based knowledge and skill rather than work completion.

The school engages in professional development activities that require and benefit from the collaboration and calibration efforts of its faculty to maintain the highest quality curriculum and teaching practices for the benefit of all learners.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

The school needs to provide additional professional development opportunities to equip its staff to support all learners in becoming independent and proficient readers of informational text.

The school needs to seek out additional professional development opportunities to equip its staff with all necessary skills to fully deliver the instructional units presented in UCCI curriculum

The school can better serve all learners through cross-curricular collaboration, which will build connections between content areas, making classwork more meaningful.

The school needs to improve differentiation for accelerated learners and learners still acquiring English as a second language.

The school needs to focus more time in professional development on the sharing of best practices which equip teachers for better serving all learners.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p><i>Collect Data</i></p> <p>The school collects student performance data by administering the Smarter Balanced (CAASPP) Interim and Summative assessments. The Interim assessment was initially only given to 11th graders though now includes 9th graders and 10th graders to help address their needs earlier in their high school career. The Summative assessment is given only to 11th graders as required by the state.</p> <p>The school provides universal PSAT testing to all 9th, 10th, and 11th graders. Access to the SAT is given multiple times, with the first attempt as early as the spring semester of 11th grade, though the earliest SAT exams to date have been in the summer between semesters of 11th and 12th grade.</p> <p>The school has historically administered NWEA Maps, a computer adaptive assessment, to measure students’ individual academic levels and growth. This benchmark assessment is given three times during the school year and measures students’ academic level in</p>	<p>CAASPP (16-17 Summative Scores, 17-18 Summative Scores, 17-18 Interim Scores, 18-19 Interim Scores)</p> <p>PSAT/SAT scores</p> <p>NWEA Maps scores</p>

<p>Reading and Mathematics. NWEA is being replaced in the 2019-2020 school year by iReady diagnostic testing.</p> <p>The school administers the ELPAC (previously CELDT) assessment to English Learners annually and teachers are provided professional development to be equipped to use EL strategies across the curriculum. Data on reading and literacy is also collected in the form of measures of students' Lexile levels according to NWEA Maps and ACHIEVE3000, an adaptive reading program with an emphasis on expository text comprehension.</p> <p>The Physical Fitness Test coordinator administers the FitnessGram physical fitness test to students enrolled in a Physical Education course to measure aerobic capacity, body composition, muscular strength, endurance, and flexibility.</p> <p>Teachers use Illuminate to track student mastery of learning outcomes that are based on common core state standards, including embedded college and career readiness standards, through the mastery ratings they receive on formative and summative assessment tasks delivered in the classroom.</p> <p><i>Disaggregate Data/Analyze Data</i></p> <p>Student performance data is disaggregated and analyzed during professional development meetings to find trends in student performance that leads to the creation of target lists with specific intervention strategies to support all students' academic growth.</p> <p><i>Report Student Performance Data to all stakeholders</i></p> <p>Summary reports of student performance on Smarter Balanced (CAASPP), PSAT/SAT, and NWEA Maps assessments, along with general trends in student performance in courses based on teacher assessments, are shared at Professional Development meetings, School Advisory Committee meetings, monthly YPICS Academic Leadership Team meetings, and Board Meetings.</p>	<p>ELPAC / CELDT scores</p> <p>FitnessGram results</p> <p>Illuminate student/parent portal</p> <p>RTI / Target Lists with Plan of Intervention</p> <p>CAASPP results NWEA Data Reports</p>
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D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Teachers have taken state standards for both content and college and career readiness and turned those into learning outcomes with student-friendly language. A rubric has been developed for each of these learning outcomes to use when assessing each student’s progress towards mastering the related standards.</p> <p>All students are provided with a soft or hard copy of rubrics to access in their courses, making the assessment process more transparent by ensuring all students are aware of what they are required to learn to receive a grade.</p> <p>Students are guided through the process of self-reflection to provide self-awareness of their progress towards mastery and of the grade they should expect to receive.</p> <p>Teachers engage in Critical Friends Groups to calibrate our rubrics’ effectiveness at assessing for mastery. We do this by individually evaluating student work and providing feedback regarding the language in the rubric, and the subsequent quality of the teacher-created assessment.</p> <p>Teachers provide students with multiple opportunities to take a variety of assessment types to demonstrate mastery of a standard, and then use the body of assessments to determine a students’ final level of mastery. Some of the assessments given for a standard may include pre-assessments, formative assessments and conversations, summative assessments, presentations of learning, projects, conferencing, and tests or quizzes. By providing multiple opportunities throughout each semester to demonstrate mastery of a learning outcome, teachers are able to better assess a student’s true level of learning.</p>	<p>Rubric Folders Rubric Binders Rubrics posted on walls Rubrics posted on websites</p> <p>Self-Reflection forms Self-Reflection walls</p> <p>Student work samples</p>

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>There are several systems used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>The school uses results from benchmark tests (NWEA Maps, now iReady diagnostics), CAASPP Summative and Interim assessments, PSAT/SAT, and teacher assigned grades to evaluate the overall academic progress of each student. Teachers occasionally use time during a professional development meeting to have a data dive that is used to target students in need of support along and develop a plan of intervention. To address low performance in English and Math, teachers use the performance data gathered for each student to determine what students will benefit most from taking an extra instructional support period in English and/or Math. Students have also been double blocked in a course (one content area extending the length of two class periods).</p> <p>The foundational tool for determining and assigning student grades is the standards based grading rubric. Once learning outcomes are derived from common core state standards, each learning objective is assigned indicators of performance for 4 performance levels, and each level is assigned a number. These numbers are entered into gradebooks when students are given feedback about their performance levels. If levels change due to growth, these rubric scores are updated in the gradebook. A grade is built in Illuminate using a scale for the mathematical means of all standard mastery scores. Students can, for the entire semester, petition to improve their mastery scores, thereby improving their</p>	<p>NWEA MAPs Data CAASPP Data PSAT/SAT Data</p> <p>SBG Gradebooks SBG Rubrics</p>

<p>overall grades in courses.</p> <p>The student and parent portals in Illuminate provide live access to grades and assignments. Teachers have an agreement to update grades at least once a week, though the number of assignments and assessments teachers add to Illuminate per week vary from teacher to teacher.</p> <p>Teachers use the Advisory period on Tuesdays to check in on their students’ academic progress. Teachers conference with students to help them be aware of their areas of weakness based on their grades and to determine next steps to improve each grade.</p> <p>Teachers spend time during Advisory ensuring students are aware of the A-G requirements and helping them monitor their progress towards completing them.</p>	<p>Illuminate student/parent portal</p> <p>Illuminate Student Portal</p> <p>Credit Check Form</p>
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Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional leadership use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The end of every school year is the beginning of the planning process for the year that is to follow. One component that goes into the planning is the creation of the course matrix that is created with graduation requirements and credits in mind, which are set primarily by the state of California with respect to A through G requirements. Our course matrix is composed of courses students must take to graduate high school according to the state of California, additional courses that fall into the A through G requirements, our Media and Visual Arts CTE Pathway courses, the addition of AP courses, the addition of new electives, and each semester’s community college course offered at our site by a professor from Los Angeles Mission College. This task is accomplished through ongoing collaboration between the Director of Instruction, College Counselor, and teachers adding new</p>	<p>Graduation Requirements list</p> <p>Course Matrices for each school year</p>

support student achievement and their needs.

Findings	Supporting Evidence
<p>After reviewing the school’s first SBAC scores, it was determined that a proactive intervention approach to test preparation was necessary. During the 2017-2018 school year the school started using the SBAC Interim assessment with 11th graders. After assessing students using that practice test, the school modified the Advisory program for juniors for a couple of months to provide ongoing support in strengthening their skills in the areas in which most students scored poorly. The result was the single highest gain in English Language Arts scores for a high school in Los Angeles.</p> <p>A review of our inaugural iReady diagnostic assessment data, as well as Lexile level data made available through NWEA Maps data, has revealed that our current cohorts in all grade levels are experiencing difficulty maintaining grade-level comprehension of informational text. As this is the bulk of what students read in high school and college, the professional development agenda for the 2019-2020 school year has been refined to make reading the focus of most first semester PD sessions, specifically teaching reading to English learners in all core A through G courses.</p> <p>The school has analyzed passing rates for courses and as a result, has addressed the need to provide students the opportunity for credit recovery with multiple options given that they did not master sufficient learning outcomes by the end of the semester to pass a course. Silicon Valley online High School, Acellus and Opportunities For Youth face to face credit recovery program have all been options used by the school to assist students in their recovery of previously attempted but not passed coursework. Students that excel in their courses have been given the opportunity and encouraged to take on summer courses and online courses to customize their progress in meeting the a-g requirements, as well as adding additional courses not offered in our matrix.</p> <p>In the second semester of the first year of operation, the school opened up the opportunity for students to take courses operated on campus by Los Angeles Mission College. These classes give high performing students access to curriculum that exceeds the rigor of</p>	<p>SBAC Scores Interim SBAC scores</p> <p>Advisory Planning Docs</p> <p>Lexile Data iReady Data</p> <p>Gradebooks</p> <p>Credit Recovery Certificates</p> <p>LAMC courses</p>

<p>typical high school programming, offers them the chance to receive college credit while in HS, yet offers all students in grades 10-12 the opportunity to enroll and attempt to push themselves. Only 9th grade students are restricted from enrolling without prior consultation with parents and teachers. One college course from LAMC has been offered per semester since the school’s opening.</p>	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>Teachers at Bert Corona Charter High School work on creating a learning environment in which students can authentically determine, through a process of collaborative assessment with their teachers, which standards and skills they have mastered. The goal has always been to have our students have a grasp of their real and measurable abilities, so our efforts have been to implement a standards-based grading system that allows for students to have that level of understanding about their own learning. There is always a learning curve for both students and teachers when first using standards-based grading paired with ongoing assessment and self-reflection. Over time students become able to articulate their successes and their challenges more effectively and they can discuss their own next steps for learning. Teachers also grow in their ability to use rubrics to communicate expectations and to guide students in the process of self-assessment. While we still haven’t had one consistent way in</p>	<p>Rubrics Student work samples Lesson plans GBF clipboard notes GBF exit tickets</p>

<p>which teachers guide students through the process of tracking their growth by mastery of learning outcomes, and in the reflection of their learning, most teachers use some form of establishing this practice.</p> <p>Teachers at BCCHS typically have at least one task they are using as a working piece of formative assessment in an instructional week, and from this task arise the conversations that serve as meaningful and timely feedback for mastery growth. These tasks are always driven by standards based learning objectives for all students. The frequency of new task introductions and the expectations of task completion are generally presented to all students, but teachers work closely with each student and/or small group of students to differentiate expectations for work completion, deadlines, and sometimes the design of the task. What stays constant for all students, including students with accommodations by virtue of their IEP, are the expectations for mastery at each level, as described explicitly in the standards based grading rubrics.</p> <p>BCCHS is now implementing a school improvement matrix called Get Better Faster in which all teachers at BCCHS are expected to check for understanding in multiple ways during instructional time. Aggressive monitoring while walking a path around the classroom, and exit tickets to determine the meaning students are making of instructional activities, are two of the practices teachers are expected to implement with every class, every day. This data helps the school’s instructors differentiate reteaching, remediation, and extension for all students in the most appropriate manner for their continuous growth.</p>	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Demonstrating mastery of the standards based essential skills and enduring understandings has been the primary focus for teachers since the school’s launch. Measuring students’ independent	Teacher Gradebooks PD Agendas RTI documents

<p>proficiency is accomplished by providing a variety of formative and summative assessments along with multiple attempts at mastering the learning objectives presented by each task, as needed by each student. Teachers gather data on the learning demonstrated by their students by assessing through pre-assessments, written papers, quizzes and tests, projects, presentations, conferencing, exit tickets, and any other activity a teacher may provide to determine a student’s level of mastery. Timely, useful, relevant feedback is given to students through a coaching model of instruction that allows for daily differentiation through intentional conferencing and small group instruction. Through conversations in professional development meetings teachers share strategies used in their courses and with specific students to best assess their levels of mastery. Teachers track students’ progress on both formative and summative assessments, goth through updated mastery scores in their gradebooks and anecdotal data they take through monitoring students during instructional time, to revisit the pacing of their courses so as to assure students are given adequate time to master learning objectives before proceeding to subsequent objectives. Teachers also use these assessment results to plan interventions for those students struggling to keep up with the pace of the course and to plan follow-up assessments of standards not mastered the first time around. During professional development meetings teachers have used the Response to Intervention (RTI) approach to first identify students with learning and behavior needs and then collaborate on determining appropriate next steps for these students in their courses. Instructional and management decisions are constantly informed by teachers’ independent assessment of their students and by the collaborative conversations and planning regarding students.</p> <p>Teachers at Bert Corona Charter High School also use periodic assessment summative data several times per year, both in the form of iReady diagnostic testing (what was NWEA MAPS) and the interim SBAC assessments, to determine intervention, remediation, reteaching, or extension instructional goals for all students.</p>	<p>GBF Clipboard notes iReady data Interim SBAC data Conferencing SGI</p>
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Data that reveals the extent to which students at Bert Corona Charter High School understand the expected level of performance in relation to preparation for college and career is found in three data sources for the school: A through G completion rates, college and career training program application rates, and perception surveys.</p> <p>For students who stay enrolled at Bert Corona Charter High School through the completion of high school, and do not transfer, BCCHS has a 100% A through G completion rate for graduating seniors. Students understand that the only sequence of study available at BCCHS leads to UC/CSU eligibility, depending on competitive GPA. The college and career counselor, in partnership with GEAR Up, guides all students through an explicit understanding of this expectation through transcript analysis, individual college readiness appointments, workshops in advisory, and parent meetings.</p> <p>College and career training program application rates for both of the first two graduating cohorts have been 83% and 100%, respectively. Students in both of these cohorts, regardless of learning difference or English language ability, have been exceptionally cooperative, eager, and proactive about seeking help with college and career training application. They have embraced that college and career training after high school is an imperative next step, not just an option.</p>	<p>A-G completion rates</p> <p>College and career training application rates</p> <p>Youth Truth Survey Results</p>

<p>Every year all students at Bert Corona Charter High School are asked to anonymously complete the Youth Truth Survey, which allows the school to gather students’ honest perceptions on all aspects related to the school, including Academics, School Climate and Culture, and teacher effectiveness. Overall responses tend to this data have historically leaned towards Agree. All categories return an average response based on the following scale: 1 (strongly disagree) 2 (disagree) 3 (Neither Agree/Disagree) 4 (Agree) 5 (strongly Agree).</p> <p>Student engagement seems to be at the same national level (just 1% difference), i.e. at least 56% of students agree or strongly agree to be engaged with the school. The perception of Academic Rigor and related questions is above the Typical School Nationally for the four listed categories. The perception of Academic Rigor in Math and English is above the Typical School Nationally for the four listed categories.</p> <p>After coding the data, amongst the categories Academic Rigor, College and Career Readiness, Relationships With Teachers, and Student Engagement, 40% of the students responded with Relationships With Teachers as the most significant strength. In regards to student responses to Relationships With Teachers, the most common observations highlighted the teachers’ supportiveness and culturally engaging and responsive curriculum. Responses indicate that students feel respected by their teachers.</p>	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

The school has a comprehensive approach to assessment and accountability that includes criterion referenced state and national assessments, standards based formative and summative teacher created assessments, adaptive online instructional programs, and student reflection. All students, including all students with learning differences and disabilities, and all students learning English as a second language, are assessed for growth in college preparatory standards based learning objectives that drive the UC approved A through G curriculum offered by the school. This data reveals critical learner needs to the faculty and administration, including the need for intervention and remediation in the area of reading informational text for comprehension, and significant pre-college writing skill deficits. Teachers use data from state and diagnostic exams as well as work samples from teacher created assessments to determine appropriate growth goals for all students, as well as to collaborate to determine the effectiveness of assessment tools and practices that will work in a differentiated learning environment to meet those goals. The college and career counselor provides advocacy, guidance and education regarding college knowledge and college readiness, with the help of the YPI GEAR Up grant staff who augment and supplement these efforts.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The school has an explicit and transparent process for communicating expectations.

The school has an explicit and transparent process for determining grades.

The school has multiple measures for determining critical learner needs and progress.

The school facilitates data driven professional development for faculty and staff.

The school faculty maintains a school wide commitment to deep learning over coverage, production, or punctuality.

The school faculty maintain consistent practices for supporting all learners in the classroom, including conferencing, small group instruction, checking for understanding, and aggressive monitoring.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

The school needs to ensure alignment in the consistent use of rubrics before and during every unit of instruction in order to ensure transparent communication of learning objectives to all students.

The school needs to monitor and ensure that the quality of explicit descriptions of mastery, aka indicators, are at a college preparatory level and written in student-friendly language.

The school needs to monitor and ensure that conferencing is being used consistently and across all A through G courses on a weekly basis and with an emphasis on providing appropriate support for students with learning disabilities and students who are learning English as a second language.

The school needs to ensure that there is a consistent alignment of language and practices in the area of assigning academic grades through standards based grading, especially given the data on credit recovery enrollment and first time passage rates.

The school needs to be more intentional and consistent about the use of exemplars of student work as a scaffold for all students, but especially students with auditory processing issues and students who are learning English as a second language.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>All students at Bert Corona Charter High School have, since the inaugural year of the school’s operation in 2015-2016, regularly participated in civic engagement initiatives. Some of these initiatives have been acts of simple service and philanthropy, like tutoring primary students in literacy at Fenton Avenue Primary School or raising money for Best Friends Animal Society for pet rescue and re-homing. Others have been political in nature, such as joining the Cesar Chavez Day March or petitioning politicians at the State Democratic Party Convention. While the overall practice of the school looks consistent in terms of taking initiative, the actual practices have been inconsistent. We have not yet established traditions and routines that every student can expect to experience every year.</p> <p>BCCHS uses a number of processes and strategies to include families in the learning and teaching process.</p> <p>School Advisory Council - A committee of the whole, this advisory committee is comprised of students,</p>	<ul style="list-style-type: none"> ● Pan con Café Sign In sheets ● Monthly Calendar ● Transcribed copies of Remind messages ● LAPD Officer member of SAC ● Co sponsored events with City of LA. Hire LA job Fair ● Community events sponsored at school (CD 7 and LAPD) Days of Dialogue, Council District 7 Community Meeting (Meet your new Council member Monica Rodriguez) Hermandad Mexicana Awards Dinner

<p>teachers, administrators, parents, and community members. It takes the place of a more traditional school site council, and assists the school in making decisions about policy, programming, and resource allocation.</p> <p>GEAR Up -The GEAR Up, counseling and operations office hosts Fall and Spring Parent Workshop Series for English and Spanish speaking parents. These meetings provide information on after school opportunities, college information, access to free after school services, school committee updates, LCAP progress and input, the school website, parent resources, and a question and answer forum.</p> <p>Pan Con Cafe - This group meets roughly 6 times each year and provides support and input on campus safety, student aid, and volunteer opportunities for community members..</p> <p>The College and Career Office - This office sponsors numerous workshops and events throughout the year that are open to all families. The College and Career Office also specifically tailors workshops to assist non-English speaking parents and families that face financial hardships when planning for college tuition costs.</p> <ul style="list-style-type: none"> - Saturday and evening parent workshops specifically designed for parents of students at risk of failing. - Workshops dedicated to Financial Literacy and understanding the four systems of college. 	<ul style="list-style-type: none"> ● Participated in Pacoima Holiday Parade ● Cesar Chavez March and Awards Dinner ● Fenton Charter School Tutoring Program ● Children’s Hunger Fund, Best Friends Animal Society in Mission Hills, City of Hope Blood Drive, Valley Food Bank, Democratic Party Convention, Cesar Chavez Warrior for Justice: Dinner and March ● Voter Registration Drive ● GEAR Up (Academic tutoring flyer) ● Fall Parent Workshop Flyer ● Pan Con Cafe Flyer ● English Learners Advisory Committee (ELAC) ● BCCHS Board of Director Minutes ● College and Career Office Website ● College & Career Office Workshop communication ● Intervention Tiers ● Aleks & Achieve 3000 Usage Statistics
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>ALL graduating students at Bert Corona Charter High School are expected to accumulate 100 hours of community service during their high school career. Students are referenced to local community agencies in efforts to engage and connect students with their community and serve their needs. These connections build an awareness of the challenges adults face on a local, regional and global level, and give BCCHS students and opportunity to invest time and energy in making an impact, as well as an opportunity to observe in real time or hear about how trained people in the workforce meet those challenges with post secondary training. Since the opening of the school, BCCHS students have:</p> <ul style="list-style-type: none"> ● Packed boxes of food at Childrens Hunger Fund in Sylmar, to be shipped all over the United States to families who are at risk of significant malnutrition. ● Given hundreds of hours tutoring primary school children in reading at Fenton Avenue Primary Center. ● Donated blood to City of Hope Cancer Center ● Collected food for the Valley Food Bank ● Raised money for the Best Friends Animal Shelter ● Served at the Cezar Chavez Justice Awards ● Engaged politicians with specific questions about education in Los Angeles at the CA Democratic Convention <p>and have served, given, and represented the school at many other times and in many other significant ways.</p>	<p>Community service trip photos Luminarias references Gear Up - Guest speakers Assembly guest speakers Field trip data</p>

<p>Because the school knows it cannot use instructional time weekly to take all students to have these experiences, it regularly recruits and invites career-licensed guest speakers to speak on the career fields they are engaged in and the education required for them to attain licensure in their chosen fields. BCCHS students regularly comment on the inspiring, challenging, and moving nature of these speakers, and on more than one occasion have made career focus decisions as a result of the exposure to passionate adults sharing their career journeys. In addition to these assembly speakers, the College and Career office, in partnership with GEAR Up, organizes career themed field trips for students, and recruits professionals from various industries to present to students about post-secondary career opportunities during lunch and or advisory.</p> <p>Students receive social-emotional support services in small group settings through Luminarias psychological support services: students may be self-referenced, teacher/school staff referred, or a parent may refer.</p> <p>The Resource Specialist, as a function of holding IEP meetings for BCCHS high school students, works with IEP teams to develop transition plans for students with IEP, and these plans regularly involve setting vocational transitional goals the require students to engage with community members to develop familiarity with real world scenarios students will encounter after high school.</p>	
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language, especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is located on the campus of Maclay Middle School, an LAUSD middle school, and is therefore maintained and cleaned by LAUSD operations personnel through a Proposition 39 conditional use agreement. Custodial personnel daily maintain a clean campus for both Bert Corona Charter High School and Maclay Middle School. The Plant Manager in charge of the Maclay Campus serves as the Plant Manager for BCCHS room environment, physical plant, and physical or chemical safety issues.</p> <p>BCCHS Campus safety personnel include the Assistant Executive Administrator, a full-time campus security team member, a Coordinator of Culture and Climate, and a Coordinator of Operations. This team has built a strong working relationship with the neighboring school police department to ensure that communication is direct and the response rapid in the case of an actual school emergency.</p> <p>The school follows California Education Code Title 2, Division 4, Part 27, Chapter 6 when responding to incidents of violence, weapons possession, drug and/or alcohol possession/use/distribution, and bullying including cyber bullying. In adherence to this section of the Education Code, the school has availed itself of the following measures:</p> <ul style="list-style-type: none"> ● the right to search student belongings either randomly or upon reasonable suspicion ● in school suspension, ● out of school suspension, ● the assistance of trained search animals ● school law enforcement action, including arrest 	<ul style="list-style-type: none"> ● IT support ● PBIS ● Restorative justice practices ● Fire drills ● Lockdown drills ● Earthquake drills ● Uniform Complaint Procedures ● Attendance Policy ● Acceptable Use Policy ● K9 Searches ● Discipline Policies ● Clearance Process For Volunteers ● Parent-Student Handbook

- hearing for possible expulsion

Since the school's opening in 2015, only 1 expulsion hearing has been held, and there was no expulsion as the parent chose to withdraw the student during the proceedings.

The school follows the Comprehensive School Safety Plan of the Proposition 39 host school, Maclay Middle School, for emergency preparedness protocols including fire, earthquake, and lockdown emergency drills. Fire, earthquake, lockdown, and active shooter drills are held every year with different frequency depending on the type of drill and the schedule created by the host school. BCCHS is a closed campus. All visitors must be buzzed in through a locked and secured main entrance gate, register with the main office to notify the school of their presence and business with the school, and be assigned a pass that permits them to visit. A camera is located at the main entrance so that everyone entering the campus is monitored and questioned regarding their reason for requesting access to the school. The BCCHS staff monitors school grounds before school, throughout the school day including lunch and passing periods, and immediately after school for dismissal. A trained member of the campus administration team is present for the duration of the school's after school programming, which is run through a grant funded by YPI (youth policy institute). The YPI staff are responsible for the direct supervision of all students participating in the after school program, but BCCHS recognizes the need for an experienced and trained administrator to be present in the event of an emergency.

Staff members are certified biannually in CPR and trained yearly in safety, health, and human resource compliance. These trainings include up to date information on blood-borne pathogens, seizure response, mandatory reporting of suspected child abuse and/or neglect, suicide prevention, and sexual harrassment between any possible combination of site-based stakeholders. The school has a Uniform Complaint Procedure posted in the main office.

The college and career counselor, who is also MFT trained, can provide referrals, information, and counseling support for parents and students. Counseling services partners Luminarias provides

<p>free group counseling services upon referral. BCCHS also provides health trainings for staff concerning EpiPens, Sudden Cardiac Arrest response, and Narcan nasal spray.</p> <p>The climate and culture team, led by the Coordinator of Culture and Climate, is the first line of response to issues of student behavior that does not meet the level of our posted Essential 5 expectations for student behavior: be on time, wear the school uniform, communicate with respect, protect school property, and use cell phones only as directed. The majority of student behavior that rises to the level of being unsafe typically stems from disrespectful communication in the form of face to face bullying, cyberbullying, or interactions that involve threats between students. Drug and weapon possession is a periodic source of unsafe student behavior. BCCHS has developed policies for student behavioral expectations, student attendance, student dress, and academic integrity. Positive Behavioral Intervention and Support, PBIS, is the primary student behavioral management and support initiative of YPI Charter Schools, and is a positive, proactive approach to building strong cultures of trust and respect on campus. BCCHS is in its first year of PBIS rollout.</p> <p>An atmosphere of trust, respect, and professionalism is created through the charter governance structure which provides for shared decision-making, collaborative policy making, and committee involvement by all stakeholders. As a part of BCCHS’s ongoing intent to encourage student responsibility, teaching faculty use Advisory class time to engage students in public conversations that highlight school policies on bullying, derogatory or hateful language, suicide, harassment, and many other issues of vital importance to teens. These conversations, held on Deep Dive Advisory days, allow students to gain awareness and understanding of the school’s policies and the education code, and offer a space for students to give voice to their experiences and concerns about the culture of the school while being heard and validated by their peers.</p>	
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<p>All students and their parents or guardians must sign an acceptable use policy before being issued access to school computer technology. The school’s network is protected by robust web security tools that are managed by a dedicated Director of Technology and Integration. Student networks are dedicated and more restrictive than networks used by staff and faculty.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>BCCHS maintains a caring environment that honors individual differences and promotes high expectations for students. The school’s approach to teaching and learning emphasises mastery, not work completion or competition. Students participate in authentic academic growth through multiple attempts at mastery and personal reflection in consultation with compassionate and highly trained teachers. In addition to this highly supportive form of classroom support, all students are invited to participate in after school tutoring programs, offered through YPI extended school day programming, that provide additional academic assistance at regularly scheduled times.</p> <p>The school has, for the past two years, offered a Queer Space club to support and celebrate diversity, and students can start a club at</p>	<p>Mastery grading Student Self-Reflections YPI after school program</p> <p>LGBTQA+ club</p>

<p>any time with clearance from administration and support from a staff sponsor. The school displays a series of motivational messages both inside and outside of the classroom.</p> <p>College acceptances are celebrated publically in the school’s main office, at school assemblies, and within the main source of communication with teachers and staff, SLACK. Also recognized at assemblies are exceptional demonstrations of Focus, Intentionality, Reflectiveness, and Engagement (being “on FIRE”). This collection of character traits, in its full acronym, is the greatest honor the school gives to its community members. The “On FIRE” award communicates recognition for exceptional performance in the school’s ESLO (expected schoolwide learning outcomes) of college readiness, active citizenship, and lifelong learning.</p> <p>BCCHS utilizes a three tiered intervention structure to ensure student learning, RTI. Tier II and Tier III students receive more intensive interventions to ensure an atmosphere of caring, concern, and high expectations. High expectations and concerns for students are demonstrated through curricular offerings, early intervention programs, and shared accountability for student performance by staff, parents, and students.</p> <p>The school’s advisory program provides an all-grade-level integration of student experiences and voices, allowing for the best of BCCHS culture to be shared with and grown within all students from the earliest days of their enrollment at BCCHS. In advisory, students find a place of belonging as they work with advisors to understand academics, learn about college, share ideas and concerns that are of vital importance, and serve the school and local community. Advisory is the primary point of connection at BCCHS, and is foundationally important for all students.</p> <p>To ensure a safe environment for our students who are facing emotional and psychological challenges, Luminarias counseling services offers free support for students who are referred to them by friends, family, teachers, or self referral. A health clinic located</p>	<p>On F.I.R.E. awards</p> <p>College bound recognition display boards (acceptance letters)</p> <p>Advisory periods</p> <p>Luminarias</p>
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<p>on the same site as the Maclay campus also offers one on one counseling support for students at no cost.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Parents, students, and staff are included as committee members on the School Advisory Council, which reviews the LCAP. The committee discusses the different areas of the plan and votes on additions or changes before voting to present it to the Governing Board.</p> <p>Parents and administration meet monthly for the Pan con Cafe parent meeting. Parents are kept abreast policies, changes in programming, events, and safety, and asks questions about the schools operations and make suggestions to administration about ways parents can participate and support the school, as well as how the school might consider changes that could better support all learners.</p> <p>The Academic Leadership Team meets to look at student data, discuss challenges to students and educators, recognize successes, and plan professional development. This group of counselor, teachers, RSP Specialist, and Executive Administrator take on the burden and charge of steering the academic mission and vision of the school.</p> <p>The Administrative Leadership Team meets weekly to consider matters of attendance, testing, student behavior, student support, physical plant safety, event scheduling, compliance progress, and</p>	<p>LCAP- Meetings Academic Leadership meetings Administrative Leadership meetings Senior leadership</p>

<p>safety training. This group of dedicated leaders is responsible for leading Bert Corona Charter High School in every area of its operation, and decision making is happening throughout the meeting.</p> <p>The Student Leadership Class, with guidance from the Assistant Executive Administrator, the Coordinator of Operations, and the Coordinator of Climate and Culture, creates events, activities, and service opportunities for the student body of BCCHS. They are trained in collaborative decision making by their staff sponsors, and truly own the culture and climate of the school from a student perspective.</p> <p>The Senior Program Director for YPI Charter Schools presents expectations for professionalism and workplace conduct through presentation of the faculty and staff handbook at the start of every academic calendar year. The Senior Program Director also handles all workplace human resource complaints, investigating them thoroughly so as to help staff seek strategies and solutions that can lead to improved workplace trust and safety. This position was considered necessary after a series of human resource complaints and actions at YPI schools became too time consuming for our Executive Director to carry out that role.</p>	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community. **Indicators with Prompts**

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>At Bert Corona Charter High School, Students with special needs have</p> <ul style="list-style-type: none"> ● a resource period block programmed three days a week to support students with IEP with academic achievement. ● access to the RSP specialist before school 4 days per week. ● Closely managed delier of service minutes and accommodations ● IEP meetings that consistently and reliably evaluate progress toward IEP goals. ● Specific mental, occupational, and physical health services related to IEP goals <p>Partnership with the school-based Northeast Valley Health Corporation Clinic offers BCCHS students and family no-cost medical and mental health services.. Services available include:</p> <ul style="list-style-type: none"> ● Visits with a Social Worker once a week. ● Access to ALL medical services- including vaccinations. ● Teen Health Services. ● Referral to outside agencies. <p>The YPICS partnership with Luminarias Institute offers students and families:</p> <ul style="list-style-type: none"> ● Individual, family and group therapy in a school-based setting. ● Supervision of trainees, interns, and license eligible therapists. ● Consultation to school staff, agencies, as well as seminars and workshops. <p>BCCHS offers a wide variety of intervention supports for students including:</p> <ul style="list-style-type: none"> ● Support groups that offer support for issues ranging from study skills, stress management, substance abuse, and grief support. ● A full time academic counselor ● GEAR Up: after school academic tutoring, small group tutoring during advisory, intervention support, community referrals and parent workshops. 	<ul style="list-style-type: none"> ● GEAR Up ● Sped - RSP course ● IEP services ● NEV- Clinic ● Luminarias ● College and Career Counselor workshops ● LA Mission College Courses

- Counseling office workshops that offer support for needs ranging from class programming choices, AP class selection, summer school options, and credit recovery options.
- Information about summer school classes for students who require credit recovery in order to graduate with 100% A through G course completion.
- An introduction to career planning within CaliforniaColleges.com that allows teachers, counselor, and students to review appropriate course choices given articulated career goals.
- Incoming 9th grade parent meetings that expose parents and students to BCCHS course offerings and educational pathways.
- College and career counselor is available before during lunch and after school, with extended hours offered through workshops on Tuesdays until 6:30 p.m.

The College and Career Office offers a wide variety of appropriate academic and intervention supports for students including:

- The college and career counselor reaches out to students at every grade level to assist them in career and college exploration pathways.
- Workshops for students on a range of topics including taking the ACT and SAT, completing the Common Application, and Early Decision Workshops
- Evening workshops for parents on a range of topics such as The College Application Process and Financial Aid
- CaliforniaColleges.com, a college and career readiness solution that aligns student strengths and interests to postsecondary opportunities.
- On campus college courses offered throughout the year, taught by Los Angeles Mission College professors

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School has many built-in levels of support for ensuring that all learners, despite difference or disability, can fully access the rigorous A through G curriculum provided by the school's UC approved matrix. Students with learning disabilities and other special needs who have an IEP are scheduled into RSP course blocks three times a week for a total of 190 minutes of additional support with the RSP teachers and aides.</p> <p>Students in 9th, 11th and 12th grade (and when by proximity, grade 10) receive targeted grant services through YPI GEAR Up grand tutors and college advisors.</p> <p>All 9th grade students and all students continuing to learn English as a second language receive explicit instruction in reading through a Success for All course in reading strategies.</p> <p>All students who have successfully completed coursework to a B or A level are encouraged to take AP courses to stretch and build their academic capacities for college level rigor.</p> <p>All students in all A through G content courses are given personalized coaching with respect to task design, workload, and deadlines in order to present students the</p>	<ul style="list-style-type: none"> ● Sped - RSP ● GEAR UP ● SFA ● Instructional support periods ● AP courses ● Acellus ● Differentiation of workload and deadlines ● Adaptive online instructional support ● Validation of Math and Language Courses

<p>most appropriate path to achieve mastery of rigorous standards based college preparatory skills presented by the curriculum.</p> <p>All students have access to adaptive supports in mathematics and reading, through the IXL math online learning platforms, and the Achieve 3000 informational reading platform.</p> <p>All students have the opportunity to receive validation of first semester math and language (other than English) courses. If students take and does not pass a first semester math or language course that is part of a one year sequence, that course grade can be validated to a C if the second semester of the sequence is passed with a C or better. This is a practice in the UC system for similar coursework that is cumulative in the nature of its learning objectives.</p>	
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>College readiness is the most critical of all three of the school’s expected schoolwide learner outcomes. In order to be college ready, students need complete access to the curriculum. The biggest challenge to that access, for BCCHS students, is their ability as a student body to read and accurately comprehend the types of information found in textbooks, articles, online research repositories, journals, and any other source of informational text. In order to identify the extent to which students are in need of remediation and intervention to bring up their reading levels to grade level competence, BCCHS administers beginning of the year assessments to all of its learners. The data from these assessments</p>	<p>iReady diagnostic results IXL Achieve 3000 ALEKS SDAIE SFA Strategies</p>

<p>is analyzed and given to teachers so that they can appropriately differentiate for all students, while at the same time stretching students so real and accelerated growth can happen during the school year. Teachers also give pre-assessments to determine mastery levels of standards based concepts and skills before units begin, making it possible for some students to pursue advanced studies and revealing areas in which students need more intensive support.</p> <p>SDAIE and SFA reading strategies are currently the primary pedagogical supports and interventions available to core content instructors who do not speak Spanish, which is the first language of all of our students who are learning English as a second language. Adaptive curriculum is an essential part of the instructional program for students who struggle to access the curriculum because of reading challenges. IXL, ALEKS, Achieve 3000, and other online programs that are accessible by all of our students, allow learning practice in reading and math to continue after the school day is over.</p>	
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E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
<p>In order to have total access to Bert Corona Charter High School’s instructional program and the supports that have been put in place to enhance and assist all types of learners, it is vital that students possess computer technology that is in good repair and is functioning to provide access to the internet. The internet cloud is host to all google classroom sites, all adaptive instructional programs, and many of the instructional materials utilized by instructors on a daily basis. All students at BCCHS, including students with learning differences and students learning English as a second language, are given a functioning chromebook at the beginning of the school year. This device stays with the student for the duration of the school year, including when the student returns home each day. It stays with the student all day every day. This allows for access to cloud-based instructional resources at all times, for all students, every day, all school year. Because the school has chosen to implement a cloud-dependent instructional program, it has also invested in a 27.5 hour employee position dedicated to instructional technology support. Through a system of help desk ticket submission and response, the Director of Technology</p>	<p>IT support Chromebooks</p>

<p>supports the IT Support personnel at all three YPICS campuses to maintain the YPICS wireless network and the fleet of computers in students’ hands that are used to access it.</p>	
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>All students at Bert Corona Charter High School, regardless of any and all elements of their demographic profiles, are enrolled in all UC approved A through G college preparatory courses in the sequence prescribed by their grade level and the BCCHS course matrix. There is no secondary, non-college preparatory course sequence, nor is there a shortage of seats in the courses needed by a student given the most appropriate placement in the grade level sequence of scheduled courses. In order to receive a diploma from Bert Corona Charter High School, any and all students must complete a sequence of courses that will make them UC/CSU eligible provided they achieve a grade of C- or better in each course. Transcript audits are carried out by the college and career counselor for Juniors and Seniors at the beginning of every year, and for every student in the school during scheduling for the fall semester of every school year. This audit process ensures that any deficits in A through G course completion are rectified either by rescheduling courses that have not been passed with a C- or better, or by assigning students credit recovery coursework through the Acellus program and instructional support periods.</p>	<p>Illuminate SIS “The Board” counselor screen Enrollment audit</p>

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students at Bert Corona Charter High School have access to numerous curricular and co-curricular activities that link to schoolwide learner outcomes and college readiness standards. The school offers Advanced Placement courses in Biology, English Literature, and Spanish. The school is building its capacity to offer additional AP courses as students and families are routinely asking for their availability. Each year the school has sent staff to AP training in response to the staff’s expressed interest in offering AP courses in additional disciplines.</p> <p>The school also offers college courses that meet on campus and are taught by Los Angeles Mission College faculty. Partnership with Los Angeles Mission College Dual Enrollment program allows students to enroll in college courses and earn college credit while completing high school. Students who take dual enrollment courses earn high school and college credit at the same time and get a head start on completing a college degree. Dual Enrollment allows students to explore various fields of study, and the work they complete can be transferable to four-year universities.</p> <p>In addition to community college exposure, students are routinely offered opportunities to visit colleges and universities throughout Southern California and occasionally regional institutions in California.</p> <p>To prepare for college admissions, the school administers universal PSAT examinations throughout the year to grades 9 through 11, and offers the SAT with fee waivers to seniors before and during senior year. The college admission process is closely coached and supported, including assistance with the application process as well as FAFSA.</p> <p>A rigorous and competitive speech team has, for two years, enabled students to study exposition of English literature at regional competitions, enhancing students’ college readiness in</p>	<ul style="list-style-type: none"> ● On Campus College Course Syllabus ● AP Courses Syllabi ● College Field Trip Photos and Literature ● College Fair literature and flyer ● Northern CA College Trip photos and flyers ● SAT Exam Registration emails ● PSAT Scores ● SAT scores ● Speech & debate ● GEAR Up after school tutoring

<p>writing, reading, and communication learning objectives. A competitive photography club has enhanced CTE pathway learning objectives by giving students the opportunity to have their photography judged by a jury panel against the work of students from all over the state of California. Both of these co-curricular experiences have brought success and notoriety to the school through the exceptional talents of its students.</p>	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona charter High School is a safe and clean environment in which students learn in clean, safe, resource-rich classrooms with highly qualified and caring teachers who respect and celebrate difference. Student voice is significant in shaping the climate and culture of the school, and parent, employee, and community voices are all part of a decision making structures for the school. All students at BCCHS are expected to complete a rigorous scope and sequence of UC approved A through G courses, including CTE pathway courses that equip students with real world media technology job skills. Staff and faculty work hard to maintain a workplace environment characterized by trust, professionalism and high expectations for student learning and each other’s work performance and team approach. Students report believing in their teachers and that the school is preparing them for college and careers after high school. Students have access to significant resources for mental health services on a weekly basis.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The school has invested significantly in building partnerships with community organizations and engaging in significant acts of service on their behalf since the opening of the school.

The school benefits from 2 different mental healthcare partners that operate on campus or next door in service to our students and their families.

The school has created an instructional program that differentiates and scaffolds for a very diverse group of learners.

The school has an intentional, nurturing, multi-age Advisory program that operates as a place of vital connection, advocacy, college knowledge frontloading, and social-emotional processing with peers.

The school requires all students to participate in a college preparatory scope and sequence of courses.

The school has a highly collaborative faculty and staff who use professional development time to connect, collaborate, share, question, and provide feedback into instructional and cultural practices.

The school has a highly committed and experienced administrative team that provides for the safety of the school community and accountability for student engagement in the form of attendance and behavioral expectations.

The school encourages and facilitates the participation of students in active citizenship opportunities to fulfill the school's expected schoolwide outcome of giving back to the community, which it has done extensively considering its enrollment and limited staff.

The school is committed to involving parents in essential volunteer, feedback, educational, and decision making structures.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

The school needs to implement a consistent and accurate method of monitoring student volunteer hours.

The school needs to provide consistent co-curricular opportunities for students from year to year, regardless of faculty and staff turnover.

The school needs to invest in consistently, yearly maintaining long-term community partnerships, so that all students will have opportunities for active citizenship through the school's connections.

The school needs to develop a clear, detailed, posted consequence chain so that students

will have boundary expectations for repeated negative behaviors.

The school needs to train all staff in restorative justice practices to in order to build responsibility and self-regulation of behavior, and to build a culture of trust among all stakeholders when trust has been broken.

The school community needs to commit to sustaining a transparent, supportive, solution-oriented approach to communication, to ensure that a safe and supportive work environment is maintained at all times for all stakeholders.

Prioritized Areas of Growth and Needs from Categories A through E

Growth Area I - *Equity and Access.*

Goal: All students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in the complete A-G academic and educational program as outlined in the school's charter.

Activities related to this goal:

- All students attending Bert Corona Charter High School are enrolled in a UC/CSU approved A-G college preparatory course sequence. There is no other sequence to offer, and no tracking system to separate those students who might otherwise be deemed as not college-going. All students are taught, equipped, and prepared as though they are going to a post-secondary institution: trade program, community college, or 4 year college or university.
- All courses in the school's master program are offered to all students in a sequence, with the exception of the 4th course in mathematics, which is optional.
- Students carrying IEP are offered more than the legally required service minutes as defined in each IEP. This is accomplished through designated time blocks that are included in each student's schedule, and staffed with highly trained professional educators with SpEd credentials. In addition to direct service provision with credentialed SpEd instructors, students receive targeted assistance and support from qualified teaching aides.
- Students who are learning English as a second language and are classified as EL in the school's S.I.S are mindfully scheduled in designated SFA Reading courses so as to have access to intentional supplemental instruction in strategies for reading English.
- A full time college and career counselor has 100% of his time dedicated to supporting students in accomplishing the completion of their course sequences. He is not used as a general purpose administrator for "other duties as assigned."

Summary of Progress:

- 100 % of students in both of the first two cohorts of 12th graders have graduated within 1 year of their anticipated graduation date (2 students with IEP have either stayed an extra semester at BCCHS or transferred to continuation school in order to complete their A-G coursework for graduation).
- All graduating students who have been enrolled at BCCHS for at least two years will have completed at least 2 and in some cases 3 years of a CTE pathway sequence in Visual and Media Arts.
- All students carrying IEP are and have been fully included in the regular education A-G program classes. Students with Adaptive Physical Education periodically spend time with a credentialed A.P.E. instructor, away from their regular education peers.
- Students in grades 10, 11 and 12 are routinely programmed into Instructional Support Periods which allow for flexible use of time and teacher availability to provide weekly support to students as they attempt to master common core state standard curriculum.
- Tutors from a grant-based school support program known as G.E.A.R-UP are present in classrooms during instructional hours and are available after school for academic support.

Current areas of need for continued growth:

- Students in all grades need continuous instruction in reading strategies for effectively parsing and comprehending expository text, as is evidenced by the less-than-100 percentage of students in grades 10 and 11 qualifying as college ready in reading according to MAPS growth data and PSAT data.
- Students in all grades need additional support to communicate effectively in writing at a college-ready level. Writing across all core curricular areas will be an intentional area of instructional focus.
- Long term English language learners (LTEL) need improved access to the rigorous A-G curriculum through instruction that meets the level effective ELD instruction as described in the LAUSD EL Master Plan (which BCCHS has adopted).

Growth Area II - Implementation of Formalized, Measureable, Quantifiable Assessment Process that Supports Smarter Balanced Assessment Progress

Goal: The percentage of students at every applicable grade level, including all student subgroups, will score at a rate commensurate with or higher than the proficiency rates of the highest performing local resident schools on the Smarter Balanced/CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Activities related to this goal:

- All students in grades 9 through 12 complete an A-G UC approved continuum of courses that is aligned to common core standards and assessed through the use of performance rubrics articulating specific, measurable progress in standards-based skills and understandings.
- All students in grades 9 through 12 take quarterly assessments in reading and mathematics using the NWEA Measure of Academic Progress, in which growth goals are generated for each quarter between test iterations, or the iReady Diagnostic adaptive assessment, which periodically assesses students for common-core grade-level academic performance in reading and mathematics.
- Students in grade 11 take the full interim SBAC assessment in the first semester of their 11th grade year, and engage in periodic SBAC preparation in Advisory periods using the interim assessment question bank.
- Students in grades 10, 11 and 12 are routinely programmed into Instructional Support Periods which allow for flexible use of time and teacher availability to provide weekly support to students as they attempt to master common core state standard curriculum.
- All students requiring accommodations for testing receive said accommodations with proctoring from credentialed staff.

Summary of Progress:

- In two years of eligible testing since the school opened, BCCHS English Language Arts/Literacy scores improved by 33% (+11% increases in levels 2, 3, and 4), and BCCHS Math scores improved by almost 17% (+13.33 % in level 3 alone) in the SBAC assessments of spring 2018.
- In 2018 SBAC assessment data, BCCHS students did not match or out-perform LAUSD students in mathematics, but did outperform the median performance of local resident LAUSD high schools on median.

- In 2018 SBAC assessment data, BCCHS students outperformed LAUSD students as a whole on median in English Language Arts, but did not outperform local resident LAUSD high schools.
- In 2018 SBAC assessment data, the three students testing as English Learners and the 7 students testing with documented learning disabilities did not performed at levels 3 or 4 in English Language Arts or Mathematics.
- Cohorts at BCCHS that have attended 2, 3, and 4 years (first full graduating cohort to have gone through all 4 grades at BCCHS) all experienced growth in average RIT year to year every year at both the Fall and Winter quarterly exams in both Reading and Mathematics.
- The first full graduating 4-year cohort grew six lexile levels in reading, and finished on-grade level, as measured by mean lexile scores recorded by NWEA MAPS over a 4 year period.
- Based on preliminary data, BCCHS students performed at a similar proficiency rate in both English Language Arts and mathematics on the 2019 SBAC exam compared to the 2018 exam cohort of 11th graders.

Current areas of need for continued growth:

- In pursuit of the continued goal of performing as well or better than local area public high schools, BCCHS has set a schoolwide goal of 5% growth in both levels 3 and 4 performance for both English Language Arts and math for successive SBAC exam cycles. This would raise overall scores in both content areas to exceed those of multiple local resident schools' 2018 scores.
- The SBAC preparation approach will continue to be anchored in the use of the SBAC interim assessments and interim assessment question banks. BCCHS muse use its Advisory course for consistent test-prep sessions.
- The school will use iReady Diagnostic Assessments as common-core correlated measurement tools to inform instruction. iReady assessments will be administered quarterly leading up to the SBAC spring assessments, and test results will be used to train teachers in reading and reasoning strategies, as well as to personalize instruction.
- The school will continue to assist students in their development as readers of informational text. All 9th grade students, as well as those with reading scores more than two grade levels behind their current grade level, will be scheduled to take SFA reading intervention courses that run concurrently with core courses. All students in all core content areas will utilize and implement SFA strategies.

- The school will use Achieve 3000 as an adaptive intervention tool in the explicit instruction of reading informational text. Data from Achieve 3000 practice and performance will be used to analyze comprehension and vocabulary acquisition.
- YPI Gear Up tutors will work more closely with math and English teachers to help students fill in instructional gaps that are keeping them from reaching grade-level skills in mathematics and ELA. Gear Up
- Teaching staff at the school will make explicit to students how their standards-based, mastery-driven coursework is aligned with SBAC performance expectations, drawing specific connections between learning outcomes and SBAC targets. Standards-based grading (SBG) rubrics will be designed for student access and understanding, and rely on collaborative staff calibration protocols that are anchored in student work samples, so mastery scores entered help students understand specific areas of needed academic growth as well as areas of validated mastery.
- BCCHS students with IEPs and students learning English will take the CAPA and the SBTS to help them scaffold to the CAASPP.

Growth Area III - All students will stay on track to be college-ready, including A-G completion, PSAT and SAT participation, and reading lexile at pre-college levels.

Activities related to this goal:

- All students in all subgroups in grades 9 through 12 at BCCHS have been required to complete a continuum of courses that will meet UC/CSU admissions requirements, since the school's opening in 2015.
- All students in grades 9, 10, and 11 now take the PSAT exam yearly. Universal PSAT testing went into effect in the spring of 2017.
- All BCCHS students in grade 12 take the SAT exam at least 1 time during a school year.
- All students in Grades 9 through 12 receive regular college knowledge workshops and programming from a full time dedicated college and career counselor and the YPI GEAR UP college preparation grant staff.
- All students in 11th and 12th grade BCCHS students attend mandatory parent meetings with the college and career counselor and grant staff to begin the college choice and admissions process.
- All 9th grade BCCHS students and all students currently classified as EL participate in an SFA class (Success for All) in which reading strategies for understanding informational text are explicitly taught.

- All 9th grade BCCHS students are required to take College & Career courses in which students learn about college, financial aid, career opportunities and career interests, and time management, as well as hearing directly from career professionals as they share their educational paths and experiences.
- Students in the class of 2023, 2021 and 2020 receive support from YPI GEAR UP college and career advising, including workshops, college visits, test preparation for PSAT 10, PSAT/NMSQT, and registration for the SAT.
- All students in grade 12 are guided through a personalized process of completing financial aid applications, college admissions applications, and scholarship applications.
- All students in grades 10-12, and when appropriate grade 9, are encouraged to enroll in Dual Enrollment courses offered through Los Angeles Mission College each semester. These courses are taught on the BCCHS campus by LA Mission College professors.
- All students attend an Advisory class daily, Tuesday through Friday. Thursday is dedicated to College and Career workshops and activities. YPI GEAR UP staff offer college readiness, college choice, college application, and financial aid workshops during this time.
- BCCHS offers AP courses in Spanish, English Literature and Biology. The school has also offered a course in AP English Language and Composition.
- All students complete at least 2 years, and up to 3 years, of a CTE Pathway sequence of courses in Visual and Media Arts, designed by an instructor with industry experience.
- Two spaces on campus are dedicated to college and career readiness: the College and Career Resource Center and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) office.
- College visits are scheduled for representatives from local and regional colleges and universities, and are made available to all students.
- All students are enrolled in the californiacolleges.edu website, which also aids teachers in college and career curriculum.

Summary of Progress:

- 83% of the first graduating cohort in 2018 are currently attending the post-secondary institution they had planned for upon high school graduation.
- 100 % of the second graduating cohort in 2019 applied to at least a 2-year college, 54% applied to a CSU, 27% applied to a UC, and 35% applied to a private 4 year college or university.

- All students at BCCHS are on track to receive diplomas from BCCHS, and have a 100% completion rate for A-G courses either through initial course completion, reprogramming of failed courses, or monitored independent study credit recovery through the Acellus Program. 100% A-G completion is the only programming offered to BCCHS students.
- The graduation rate of the first cohort of 12 students (class of 2018) was 100% as of January of 2019, when the one remaining student from that cohort (who holds an IEP) finished all graduation requirements. As of spring June 2019, the graduation rate of the second cohort of graduating students (class of 2019) is also 100%, as 1 of those 41 students, who holds an IEP, transferred to a continuation school at the end of the 2019 school year to complete graduation requirements.
- The growth in mean overall score from the PSAT-NMSQT to the SAT for the class of 2019 was 87 points. [*Both tests scored on 1600 point scales]
- The SAT mean overall score grew from the first graduating cohort (class of 2018) to the second graduating cohort (class of 2019) by 76 points.
- Since the spring of 2017, BCCHS passage rates (C or better) for LA Mission College Dual Enrollment classes have been 84%, 92%, 86%, and 75%, respectively. This compares to a three year average course completion rate of 64% for LAMC students from 2012 through 2014.
- All students enrolled in grades 9, 10, and 11 continue to take the PSAT yearly (universal PSAT).
- According to NWEA MAPS Growth and ACT anchor benchmarks, college readiness in reading grew 21% between the first two graduating cohorts, and math college readiness grew 11% (Class of 2018 vs Class of 2019 data).
- SSD accommodation approvals follow students through every PSAT and SAT exam. Students approved for accommodations are supported in small testing environments and give the adequate time and accommodation.
- Seniors are guided through the completion/approval process of Disability Resources and Educational Services for community colleges and CSUs.
- Incoming students are presented with a summer bridge informational series of workshops on A-G college readiness, community service, and high school completion journey workshops.
- Incoming seniors are guided through a summer intensive to prepare them for the college application process and transitioning from high school into college.
- All students at BCCHS set up accounts at californiacolleges.edu, an initiative of the California College Guidance Initiative that is free to students and helps students and their families navigate the process of choosing, applying and paying for college.

Current areas of need for continued growth:

- Students in all grades are continuing to exhibit challenges in reading and comprehending informational text, as evidenced by historic NWEA MAPS data, SBAC data, and the new iReady diagnostic assessments. Professional development plans must focus on this fundamental skill set in order to ensure access to A-G college readiness curriculum for all students.
- Writing samples across the curriculum is revealing writing levels that range from low middle school to high school grade level in rigor and convention. BCCHS will increase student writing skill and capacity through a renewed and consistent focus on writing across the curriculum and the use of conferencing and small group instruction in all classrooms. BCCHS recognizes that effective grade-level writing skill is essential for post-secondary preparedness at all education levels (4 year, 2 year, and vocational training).
- The consistent use of Interdisciplinary Projects will stimulate the development of real-world problem solving skills. Professional development for staff needs to be put in place to train all educators on how to work together to help our students become global thinkers.
- Consistent and routine implementation of Achieve 3000 will allow short, targeted practice at reading and comprehending expository text, with immediate feedback.

Growth Area IV - *Student Engagement*

Pupil Engagement as measured by school attendance rates, chronic absenteeism rates, school dropout rates, and high school graduation rates.

Activities related to this goal.

- Daily phone calls are made to parents of all absent students by 10 a.m.
- Meetings are scheduled with parents if students have more than three absences.
- Attendance Progress Reports are run weekly that include: days absent, class periods missed, and tardies in each class.
- An eligibility list of all school activities is based on attendance: 10 absences or more will exclude students from representing the school in extra-curricular activities, or participation in school events, including participation on sports teams.

Current Progress

- Increased parent participation in response to the related activities is curbing absenteeism and tardiness.
- Students are responding to eligibility requirements. They care about representing their school and participating in events, and are expending the extra effort to be at school.
- ADA is consistently over 90% for all grade levels.
- Incentives for Perfect Attendance have been created to celebrate scholars who have perfect attendance at each Monthly Assembly.
- A congratulatory letter is mailed to parents for having our scholars at school each day.
- Free Dress passes are given to students who are entered in a monthly attendance raffle.

Current areas of need for continued growth:

- Parent Workshops need to be offered to those parents of students with 10 or more absences or 1st period tardies, to explain the academic impact of chronic absenteeism and tardiness.
- Tardiness at the beginning of the day needs to be curbed significantly. Students with chronic tardiness will be assigned make-up time (detention) to make up lost instructional minutes and support long-term behavioral changes.
- Incentives for Perfect Attendance are being created to celebrate scholars who have perfect attendance at each Monthly Assembly.

Growth Area V - *EL Reclassification*

EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

Activities related to this goal.

- Mandatory meeting with parents of ELL students to share current data and discuss the importance of grades in English courses, exam scores, and the process of reclassification.
- Meeting with EL students to discuss their data and progress towards reclassification.
- All EL students are required to take an SFA course that provides supplemental practice in reading until they are reclassified.

- Monitoring students' progress on ACHIEVE 3000 for progress in comprehension of informational reading.
- Teachers provide EL students access to learning A-G curriculum content through activities involving reading, writing, listening, and speaking, and provide scaffolding through conferencing and small group instruction.
- Identified EL students travel together through their course schedules to ensure consistent support from bilingual teachers and tutors who can accommodate each student's needs.
- Spanish-Speaking GEAR UP staff are in our classrooms providing support to students during instructional time in core curriculum classes.
- Students are referred to our after school tutoring services provided by Spanish speaking GEAR Up tutors.
- Our College and Career Counselor speaks Spanish, thus he is able to support EL students and their families in their primary language when communicating A-G requirements and the college application process.

Current Progress

- 83% of EL students passed the first semester of their 2018-2019 Common Core English courses.
- 19 of the 32 EL students (59%) who took both the fall and winter NWEA MAPs reading assessment met their projected growth goal from one test to the next.
- BCCHS has reclassified at minimum 20% and up to 50% of our EL student population each year, which has outpaced the LAUSD Resident Schools mean rate for the last three consecutive years.

Current areas of need for continued growth:

- EL students have not met standards mastery on SBAC assessments as a sub group.
- Some EL students are remaining at LTEL status through high school.
- EL students are not scoring within CSU admission ranges on the PSAT (predictor) or SAT.
- English Learners need consistent, weekly, intentional, explicit instruction on reading and comprehending informational text.
- All EL students will be scheduled for SFA each semester in grades 9-12 until such time as they reclassify as RFEP.
- All EL students will be rescheduled into advisory periods with Spanish-speaking teachers who can mentor them and provide additional academic support.
- All EL students will have their Achieve 3000 accounts closely monitored by both English Teachers and Advisors for progress and areas of continued challenge.

- Administration will provide additional professional development opportunities for teachers by bringing in outside experts on the implementation of EL strategies and sending teachers to conferences that provide training in this area.
- BCCHS will make reading strategies for EL students the focus of 2019-2020 professional development meetings when those meetings are within the school's purview to plan and execute, including instruction and review for teaching staff in the following pedagogies and practices:
 - Data Dive into iReady
 - 5 Essential Components of Reading Instruction
 - Comprehensible Input and Teaching Reading to ELL
 - SDAIE
 - SFA Strategies (vendor-based)
 - Achieve 3000 (vendor-based)
 - Effective Note-Taking from Informational Text
 - Writing to Improve Reading
 - EL Mentor Teachers
- BCCHS professional development and teaching practices will be guided by the LAUSD EL Master Plan and the California English Learner Roadmap (produced by CALTOG - Californians Together).

Growth Area VI - *Professional Development.*

Goal: Teachers will participate in weekly ongoing professional development on the implementation of CA Common Core State Standards and based on student academic achievement data.

Activities related to this goal:

- Teachers participate in regular, consistent, professional development that provides skills and strategies for helping students master of CA Common Core content.
- Teachers participate in regular, consistent professional development that provide skills and strategies for working with EL populations to master CA Common Core content.
- Teachers participate in regular, consistent professional development that provides skills and strategies for differentiating instruction and assessment to ensure that all subgroups of learners can successfully master CA Common Core content.

Summary of Progress:

- All staff meets weekly for two hours for professional development as a school team, monthly with the teams from the other schools in the larger YPI Charter Schools organization, and yearly before the beginning of every school year.
- Professional development agendas are derived from data, including MAPS Growth, SBAC, grades, and PBIS data.
- EL strategies, mastery learning, and standards-based grading have been central themes in each year's PD work since the school opened in 2015.
- Professional development time is appropriated to the three divisions of organizational leadership and initiative within YPICS: Academics, Operations, and Climate & Culture.
- Professional development at YPICS is integrated with technology and shared organization-wide through a platform.
- Educators, counselors, coordinators and operations staff lead professional development sessions out of their areas of expertise.
- Professional development includes the calibration of core instructional methods and tools that are used to grow common core content mastery.

Current areas of need for continued growth:

- Instructional leadership needs to provide targeted professional development to support staff in their use of curriculum guides from the University of California Curriculum Integration Unit, which blends Common Core content with a CTE

perspective so students experience an embedded context for their learning.

Professional development will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Premiere/Coding (Visual Arts content) and others that are needed for specific UCCI course projects.

- Instructional leadership needs to provide differentiated professional development training so that teachers with different levels of experience can learn specific differentiation strategies for working with EL learners, students with special needs, and students with exceptional gifts and talents.
- Instructional leadership needs to consistently ensure that faculty are trained thoroughly in all aspects of Standards Based Grading, mastery learning, and authentic assessment. Time will be devoted to coaching weekly in teacher preparation periods.
- As SFA is the primary reading support program for BCCHS, staff will be trained in using SFA Strategies in order to support reading across the curriculum.
- All BCCHS staff will be trained to use Achieve 3000 for assisting students in reading comprehension of informational text through embedding Achieve 3000 article content into their instructional planning.
- All staff need continuous training in strategies to instruct and accommodate students with learning disabilities so as to increase access to the curriculum. Specifically, BCCHS staff will learn to better recognize how learning disabilities present themselves in the classroom, and how to plan for difference consistently with practices that allow for better access and student comprehension.

Chapter III: Summary from Analysis of Identified Major Student Learner Needs

Implications of Data and Self-Study Findings

BCCHS is far exceeding most local neighborhood LAUSD public schools with respect to 4 year graduation rates.

BCCHS is far exceeding historically low rates of completion of A through G eligibility requirements for the UC/CSU university systems, specifically for our most significant subgroups, students identifying as latino, and students identified as economically disadvantaged.

BCCHS graduating seniors all have post-secondary plans that include vocational school, 2 year college, or 4 year college or university.

BCCHS students' reading abilities are creating a significant challenge to the expected schoolwide learner outcome of becoming college-ready given consistent deficits in the areas of comprehension of informational text, comprehension of grade level literature, and recognition of grade-level vocabulary.

BCCHS students with learning disabilities and students learning English as a second language are consistently performing at a level of “not met” on SBAC state assessments.

BCCHS students are missing a significant number of instructional minutes due to chronic absenteeism in the form of both absences and tardies.

Critical Learner Needs Summary

College Readiness is the primary Schoolwide Learner Outcome in which there are critical areas of need for BCCHS students:

1. Instructional rigor. BCCHS students need rigorous and consistent instruction and remediation that are grade-level appropriate and designed to build and maintain academic skill sets that will allow all learners to be successful in the first year of college.

2. Reading for information and comprehension. BCCHS students need support and cross-curricular training to become grade-level readers of pre-college content, including: performing accurate comprehension, executing evidence-based analysis, and writing in response to reading for summary, synthesize, analysis, criticism, and creativity.
3. Computational Literacy and quantitative reasoning. BCCHS students need intensive support and remediation to gain sustainable grade level skills in these fundamental areas of mathematics.
4. Attendance. BCCHS students need to be in school every day, on time, and consistently engaged in learning. BCCHS faculty and staff need to create incentives and gather coordinated support from families for remediating poor attendance and chronic absenteeism.
5. Motivation. Parents, teachers, administrators, support staff, and grant staff need to work together to develop and sustain approaches to building student motivation and belief in self so that all students will successfully engage in learning a rigorous A through G curriculum.

Questions:

How can we implement transformative pedagogies and practices in the teaching of reading to all students across all common core disciplinary areas of study?

How can we equip all students to set and meet their own personal expectations for performance at college-ready levels using the tools and pedagogies of mastery learning and standards-based grading?

How can we effectively remediate computational literacy and quantitative reasoning deficits for all students within the scope and sequence of our currently existing math courses that meet in block schedule?

How can we change attitudes towards school attendance in order to reduce our chronic absenteeism and increase the time we are spending with our students in successful learning each year?

How can we foster validation, high expectations, self-belief, and engagement to treat systemic lack of motivation amongst our students for performing at high levels in school?

Chapter IV: Board Approved Academic Excellence Action Plan: Spring 2019

During the 2018-2019 school year, BCCHS had the opportunity to work collectively with administrators, teachers, students and staff to develop an Academic Excellence Action Plan in response to significant observed challenges in student performance data. The YPICS Governing Board approved this Academic Improvement Plan that focuses on improving ELA and Math performance, support to our EL students, and attention to our Special Needs population. In addition to the specific LCAP goals and plans for improving student achievement, this is the most current board approved plan for student achievement. It is being revisited in light of the data and revelations of the self study process.

The process for goal setting provided for vertical and horizontal instructional rounds, coaching, and collaborative planning. This planning involved providing a schoolwide Multi-Tier System of Support. This involved all stakeholders actively reviewing of relevant student data including; specific measures on English Learners, LTELs, SPED, suspensions, attendance and all elements of BCCHS. Key in this initiative is being data-driven, which required training for all teachers, and staff. The team looked at all data as a whole, and then looked at student academic achievement in all areas. This required teachers to use strategic instructional delivery platforms, (SFA, Direct Instruction, differentiated instruction, small group instruction, an environment of inquiry, and self reflection, etc.) and the use of measurements that identify the instructional needs of each student to be able to move them forward. These measurements include: NWEA, Illuminate, Achieve3000, ALEKS, and SFA (Cohorts are leveled).

Teachers are observed using the following:

- Teacher Evaluation: Observation Video -Taped Lessons and Feedback
- Instructional Rounds- [Instructional Rounds Snap-Shots Forms](#) (now GBF Waterfall)
- Teacher Observations- [YPICS Teacher Observation Google Form](#) (now WhetStone)
- Teacher Evaluation- Spring Formal Observation-Great Coaching Model Form (now GBF Waterfall and WhetStone)

Teachers bring work samples and rubrics during multiple PDs to calibrate student work. Additionally, YPICS-wide PD teachers Identify and bring a lesson plans to support ELs and students with IEPs that make use of at least one of the core SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) to share and provide feedback with their colleagues.

Question: Root cause analysis and detailed plans (SMART goals) that outline the actions of the school’s executive team, Governing Board, and school-site leadership to improve overall schoolwide academic performance in both ELA and Math as measured by the CAASPP assessments.

BCCHS Response: An explicit collaboration with Governing Board and executive team to work on the development and implementation of a plan that is reflective of direct actions through BCCHS in addressing our students’ needs, specifically, ensuring that teachers are equipped to teach and support student learning in all areas.

SMART Goal 1: Literacy across the content areas			
Focus Area	Pathway to Goal	Action Plan	Implementation
Standards-Based Grading	<ul style="list-style-type: none"> All teachers will have a complete set of learning outcomes, rubrics, and unit plans by the end of the semester. Students will be able to articulate expectations in each learning outcome and their progress in mastering the outcomes by referencing their work as evidence. 	<ul style="list-style-type: none"> Teachers are provided with NWEA MAPs and CAASPP results so that they can analyze trends in student performance and align teaching to address the needs according to the data. Teachers also discuss test results with students during the Advisory period to encourage self-awareness of growth and to motivate students to work towards reaching the next performance band. Coordinator of Instruction and lead teacher position to support teachers and to teachers. PD time during this 	<p>BCCHS is providing in class support focused on 10th and 11th graders by tutors from GEAR UP. This same group of tutors hosts an after school tutoring program focused on 10th and 11th graders though it is open to all grade level students.</p> <p>Teachers are provided differentiated instruction to support the varying needs of students in</p>

		<p>semester will be devoted to Critical Friends Group to support teachers in completing/refining rubrics and calibrating the use of rubrics to evaluate assignments.</p> <ul style="list-style-type: none"> ● PD time during this semester will be devoted to teachers sharing best practices for both presenting rubrics to students and guiding students to reflect on their mastery. 	<p>the process of mastering standards-based curriculum learning outcomes.</p> <p>In math courses, teachers use ALEKS, a self-paced adaptive online program, to assure students have access to content that is at their level of potential as determined by ongoing embedded progress assessments.</p> <p>In English courses, teachers use ACHIEVE 3000, a differentiated instruction for nonfiction reading and writing that are precisely tailored to each student's Lexile reading level. Some students have a double-block of ELA and Math based on their needs determined by previous grades, test scores, and teacher input.</p>
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			All registered 9th grade students are enrolled on our SFA class.
Project-Based Learning	<ul style="list-style-type: none"> Teachers will implement PBL at least once during the semester. Teachers will begin to create a road maps to learning the programs/skills/content needed to implement UCCI projects that extend outside the teacher’s content area OR plan a cross-curricular project if it’s not already part of the current curriculum. 	<ul style="list-style-type: none"> PD time will be devoted to teachers to share PBL plans and receive feedback prior to executing the project. PD time will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught. 	<p>Coordinator of Instruction and Executive Administrator conduct classroom observations for PBL Implementation.</p> <p>PD time has been devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught. Vertical and horizontal collaboration is taking place.</p>
Math Proficiency	<ul style="list-style-type: none"> Increase the passing rate for all math courses. 	<ul style="list-style-type: none"> Monitor grade distribution at the end of every grading period and use the data during 	<p>Coordinator of Instruction and Executive Administrator, and</p>

	<ul style="list-style-type: none"> ● Increase student performance levels on the SBAC and NWEA Math assessments. 	<p>PD to create a plan of intervention using MTSS process.</p> <ul style="list-style-type: none"> ● PD math department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● Math teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory tutoring for target students in Math. 	<p>ED conduct classroom observations Math strategy Implementation.</p> <p>During Professional Development teachers shared student work samples and rubrics to reflect on the use of SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) with the purpose of sharing and providing feedback to their colleagues.</p>
<p>English Proficiency</p>	<ul style="list-style-type: none"> ● Increase the passing rate for all English courses. ● Increase student performance levels on the SBAC and NWEA English assessments. 	<ul style="list-style-type: none"> ● Monitor grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD English department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● English teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. 	<p>During Professional Development teachers shared student work samples and rubrics to reflect on the use of SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) with the purpose of sharing and providing feedback to their colleagues.</p>

		<ul style="list-style-type: none"> ● Partner with Gear Up to hold mandatory tutoring for target students in English. 	
English Learner Progress	<ul style="list-style-type: none"> ● Increase EL student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● Reclassify at least 20% of students. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices to support EL students in all content areas. Teachers will participate in data dives that include student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● PD time will be devoted to reviewing the ELPAC practice test with the intention of determining the possible needs for EL students based on the type/format of questions in each subsection. ● EL students will take part in ELPAC practice test sessions prior to the ELPAC summative assessment. 	<p>Teachers: Multiple opportunities for teacher to Identify and bring a lesson plan that makes use of at least one of the core SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum).</p> <p>Sessions throughout the day where all teachers have an opportunity to share their best practices with colleagues.</p> <p>Coordinator of Instruction and Executive Administrator complete Classroom observations and provide feedback on PD implemented in the classrooms.</p>
SPED Accommodations	<ul style="list-style-type: none"> ● Increase the level of implementation and monitoring of accommodations provided to students based on their IEP to ensure an appropriate 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices in regards to specific examples of accommodations used by teachers in each course. 	<p>Sped Director and Executive Director walk classrooms to ensure that strategies have been implemented.</p>

	level of access to content based on student's needs.	<ul style="list-style-type: none">● Teachers will use an accommodation tracker during this semester with the intention of reflecting on the effectiveness of how well accommodations are implemented for each student to improve mastery.	
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BCCH 2018-2019

Coversheet

Executive Director's Report

Section: III. Items Scheduled For Information
Item: I. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS ED Report November 2019 Final.pdf



YPI CHARTER SCHOOLS *EXECUTIVE DIRECTOR'S REPORT*

November 18, 2019

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.

State:

From School Services of California –

“Top Legislative Issues for 2019—Final Actions”

Bills Signed by the Governor

Assembly Bill (AB) 5 (Chapter 296/2019)—Worker Status: Employees and Independent

Contractors. This bill codifies the recent *Dynamex* decision, requiring that employers prove that their workers can meet a three-part (ABC) test in order to be lawfully classified as independent contractors.

AB 9 (Chapter 709/2019)—Employment Discrimination: Limitation of Actions. This bill extends the statute of limitations from one year to three years for all employment-related discrimination, harassment, and retaliation claims filed with the Department of Fair Employment and Housing.

AB 34 (Chapter 282/2019)—Pupils: Bullying and Harassment Prevention Information. This bill requires local educational agencies (LEAs), beginning with the 2020—21 school year, to provide specified bullying and harassment prevention information in a prominent location on their existing Internet website. Such information includes:

- The LEA’s policy on pupil suicide prevention
- The definition of discrimination and harassment based on sex and the LEA’s written policy on sexual harassment
- Title IX information
- The LEA’s policy, if it exists, on preventing and responding to hate violence
- The LEA’s anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies
- The LEA’s anti-cyber bullying procedures

AB 48 (Chapter 530/2019)—Public Preschool, K—12, and College Health and Safety Bond Act of 2020. AB 48 places a \$15 billion statewide bond on the March 2020 ballot for consideration by California voters to fund new and renovate existing preschool through college facilities. The bond would provide \$9 billion for K-12 LEAs and \$2 billion each for community colleges, the California State University (CSU), and University of California (UC) systems.

AB 114 (Chapter 413/2019)—Education Finance: Education Omnibus Budget Trailer Bill. This is the education budget trailer clean-up bill. The bill is designed to address education issues in the 2019—20 State Budget that were not quite settled by the bills passed in June or to address new issues that have since arisen. This bill provides clarifications to the handling based on preschoolers with disabilities and extends the deadlines for the Ethnic Studies Model Curriculum, and makes several other changes.

SSC Comment: Since this is a budget trailer bill, the provisions went into effect immediately upon signature from Governor Newsom.

AB 218 (Chapter 861/2019)—Damages: Childhood Sexual Assault: Statute of Limitations. Among other things, this bill extends the time for commencement of actions for childhood sexual assault to forty years of age or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims would be revived.

AB 378 (Chapter 385/2019)—Family Child Care: Collective Bargaining. This bill authorizes family child care providers to form, join, and participate in organized representation and to bargain on matters relating to subsidized child care programs. The bill defines the scope of bargaining, including, but not limited to, the recruitment, retention, and training of the workforce along reimbursement rates. The 2019 Budget Act included an appropriation to support the collection of family child care provider data.

AB 605 (Chapter 228/2019)—Special Education: Assistive Technology Devices. This bill requires an LEA to provide an individual with exceptional needs who requires the use of an assistive technology device with continuous access to that device while the individual is enrolled in that LEA. The bill also requires an LEA to be responsible for providing this individual with continued access to that device, or to a comparable device when that individual, due to enrollment in another LEA, ceases to be enrolled in that LEA. The responsibility will be in force until alternative arrangements can be made or until two months have elapsed from the date that the individual ceased to be enrolled in that LEA, whichever occurs first.

AE 1172 (Chapter 454/2019)—Special Education: Nonpublic, Nonsectarian Schools or Agencies. Beginning with the 2020—21 school year, this bill requires an LEA that enters into a master contract with a nonpublic, nonsectarian school to conduct at least both of the following:

- An on-site visit to the school before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- At least one on-site monitoring visit during each school year to the school at which the LEA has a pupil attending and with which it maintains a master contract

The monitoring visit shall include the review of services provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program (IEP), a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan (if applicable), an observation of the pupil during instruction, and a walk through of the facility. The LEA shall report the findings resulting from the monitoring visit to the California Department of Education (CDE) within sixty calendar days of the on-site visit.

The bill also places new documentation requirements on nonpublic schools (NPS) related to their administrators and staff trainings and places notification requirement on an NPS for any pupil-involved incident involving law enforcement. Recent amendments clarify that the NPS selects and provides the staff training and that the training is consistent with existing law regarding the use of seclusion and restraint.

AB 1240 (Chapter 783/2019)—School Accountability: LCAP Plans: State Priorities: Pupil Achievement. This bill revises the definition of the pupil achievement state priority for purposes of school district, county office of education (COE), and charter school Local Control and Accountability Plans (LCAPs) to include the percentage of pupils who have successfully completed courses that satisfy the requirements for: 1) entrance to the UC and CSU, 2) career technical education sequences, and, 3) both 1) and 2).

AB 1303 (Chapter 541/2019)—Facilities: Civic Center Act. This bill extends, until January 1, 2025, the authorization under the Civic Center Act for the governing board of a school district to charge an entity a fee for the use of a school’s facilities or grounds for its proportional share of the costs associated with operating, maintaining, repairing, restoring, and refurbishing the school facilities or grounds.

AB 1353 (Chapter 542/2019)—Classified Employees: Probationary Period. AB 1353 reduces the probationary period for school district classified employees from one year to six months in nonmerit school districts.

AB 1505 (Chapter 486/2019f)—Charter Schools: Petitions and Renewals. AB 1505 makes significant changes to the charter school authorization, renewal, and appeal process. The bill also clarifies the teacher credentialing requirements of charter school teachers, and places a two-year moratorium on the establishment of nonclassroom-based charter schools.

AB 1507 (Chapter 487/2019)—Charter Schools: Location: Resource Center. This bill eliminates the authorization for a charter school to be located outside the boundaries of its authorized and allows a charter school to establish resource centers within the jurisdiction of the school district where the charter school is located, if explicitly approved by the charter authorized.

Senate Bill (SB) 26 (Chapter 3/2019)—Charter Schools. This bill requires charter school governing boards to comply with a variety of the same open meeting, conflict-of-interest, and disclosure laws as traditional school district governing boards.

SB 276 (Chapter 278/2019)—Immunizations: Medical Exemptions. SB 276 requires the California Department of Public Health (CDPH) to develop a standardized medical exemption certification form to be used by licensed physicians, which, beginning January 1, 2021, will be the only documentation of a medical exemption that is acceptable. The bill also requires the CDPH to review all medical exemptions from schools or institutions with an immunization rate of less than 95%, physicians who have submitted five or more medical exemptions in a calendar year, and schools or institutions that do not provide reports of vaccination rates to the CDPH.

SB 328 (Chapter 868/2019)—Pupil Attendance: School Start Time. This bill requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date in which a district’s collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. The measure further specifies that “school day” has the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance in order to compute any

apportionments of state funding. This start time restriction would not apply to rural school districts, which are not defined in the bill.

SE 390 (Chapter 475/2019)—School Safety: School Security Officers and Security Guards. This bill requires school security officers and security guards employed by a school or community college district, commencing July 1, 2021, to complete a training course developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs regardless of the number of hours worked per week. The bill would also require school districts, charter schools, COEs, and community college districts to provide the training required for their employees during regular work hours, except in certain circumstances.

SB 419 (Chapter 279/2019)—Pupil Discipline: Suspensions: Willful Defiance. Commencing July 1, 2020, this bill prohibits the suspension of a pupil enrolled in a school district or charter school in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The bill, from July 1, 2020, until July 1, 2025, prohibits the suspension of a pupil enrolled in a school district or charter school in any of grades 6 to 8, inclusive, for those acts.

SB 541 (Chapter 786/2019)—School Safety: Lockdown Drills and Multi-Option Response Drills: Report. The bill requires the CDE to collect, and LEAs to provide, data pertaining to lockdown or multi-option response drills conducted at school sites within school districts, COEs, and charter schools. The bill also requires the CDE to conduct, or contract to conduct, a study that identifies, among other things, best practices for age-appropriate drills. The bill requires the data and the study to be submitted to the Governor and relevant policy committees of the Legislature on or before November 1, 2021.

SB 714 (Chapter 281/2019)—Immunizations. SB 714 is a companion bill to SB 276 that aims to prevent fraudulent medical exemptions for mandatory vaccinations. This specific bill makes further amendments to medical exemption requirements including the following:

- Allows a child with a medical exemption as of January 1, 2020, to continue to enroll in any public or private school, child care center, family day care home, or developmental center within the state until the child enrolls in the next grade span, which are:
 - o Birth to preschool
 - o Grades 1—6 (including transitional kindergarten)
 - o Grades 7—12
- Prohibits medical exemptions issued prior to January 1, 2020, from being revoked unless it was issued by a physician who has been subject to disciplinary action by a licensing board
- Removes the penalty of perjury provision of SB 276 for physicians signing medical exemption forms

Bills Vetoed by the Governor

AB 197 (Weber, D-San Diego)—Full-Day Kindergarten. This bill would have required schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least one full-day kindergarten program. The minimum school day for full-day kindergarten would have had to equal the number of minutes offered to students in the 1st grade.

The Governor's veto message states in part:

Enrollment in full-day kindergarten has grown for more than a decade. Some school districts opt for part-day programs due to facilities constraints. In order to address this limitation, the 2019 Budget Act includes \$300 million one-time non-Proposition 98 General Fund specifically for facilities construction designed to expand full-day kindergarten offerings. While I support increased access to full-day kindergarten, I cannot sign this bill as it would impose new costs outside the budget.

AB 346 (Cooper, D-Ella Grove)—Wonders' Compensation: Leaves of Absence. This bill would have added police officers employed by a school district, COE, or community college district to the list of police officers eligible for fully paid leaves of absences for up to one year due to occupational injury.

The Governor's veto message states in part:

While I appreciate the legislature's intent, and do not take lightly the important public service provided by police officers in education settings, this bill would significantly expand 4850 benefits that can be negotiated locally through the collective bargaining process. Many local school districts face financial stress, and the addition of a well-intentioned but costly benefit should be left to local entities are struggling to balance their priorities.

AB 354 (Quirk-Silva, D-Fullerton)—School Meals: Free or Reduced-Price Meals. This bill would have required LEAs that do not participate in the federal National School Lunch Program and the federal School Breakfast Program to provide adequate space for children to consume those meals.

The Governor's veto message states in part:

Current law already requires school districts and county offices of education to provide each student in need one nutritionally adequate free or reduced-priced meal during the school day. AB 1871 (Chapter 480, Statutes of 2018), required charter schools to provide each student in need with a nutritionally adequate free or reduced-price meal each school day. I have not seen evidence of widespread disregard for these requirements that warrants such a prescriptive approach. This bill would impose substantial ongoing costs, a matter that should be considered within the state budget process, where the Administration and Legislature can balance the competing demands with limited resources. I have directed my Department of Finance to develop options to expand access to free and reduced-price meal programs. I look forward to working with you in next year's budget to improve this important program.

AB 500 (Gonzalez, D-San Diego)—School and Community College Employees: Paid Maternity Leave. AB 500 would have required school districts, charter schools, and community colleges to provide at least six weeks of full pay for pregnancy-related leaves of absence taken by certificated, academic, and classified employees.

The Governor's veto message states in part:

Providing every California worker with paid family leave is a noble goal and a priority for my administration. However, this bill will likely result in annual costs of tens of millions of dollars that should be considered as part of the annual budget process and as part of local collective bargaining. Moreover, this proposal should be considered within the broader context of the Paid Family Leave Task Force, which is assessing increased paid family leave for all of California's workers.

AB 751 (O'Donnell, D-Long Beach)—Pupil Assessments: Pathways to College Act. This bill would have required the State Superintendent of Public Instruction (SPI) to approve one or more nationally recognized high school assessments, such as the SAT or ACT, that LEAs and charter schools may, at their own discretion, administer in lieu of the grade 11 Smarter Balanced Summative Assessment, commencing with the 2021—22 school year.

The Governor 's veto message states in part.

Encouraging student access to college and reducing the student testing burden in high school are laudable goals. However, I am concerned that replacing the state's high school assessment with the Scholastic Aptitude Test (SAT) or American College Test (ACT) will have the opposite effect. Specifically, their use exacerbates the inequities for' underrepresented students, given that performance on these tests is highly correlated with race and parental income, and is not the best predictor for college success. It is important to remember that over the last several years California has made great strides towards establishing a coherent accountability system. Measuring how students throughout the state perform on our state's assessments, including the grade 11 assessment, provides critical information to students, families, educators, and our state. Finally, our K-12 system and public universities continue to discuss the potential for using of California's grade 11 state assessment for college admissions or eligibility purposes in the future. This would be a better approach to improving access to college for underrepresented students and reducing 'testing fatigue.'

AB 773 (Gonzalez)—Voter- Education: High School Pupils. This bill would have required the Secretary of State, in coordination with the SPI, to develop educational programming for pupils in grade 12 on voting registration and participation, and would have required each public high school to implement the educational programming for students in grade 12 at each high school during a presentation or assembly at the school campus.

The Governor 's veto message states in part:

The State has already made a significant investment to increase turnout among young voters, and there is evidence that these efforts are working. The Secretary of State's Office reported that in 2018 there was a significant increase in turnout for voters ages 18-22. Rather than imposing a prescriptive requirement that imposes a one-size-fits-all requirement on each high school, I would prefer that the Secretary of State and the Superintendent of Public Instruction continue their coordination to help register and preregister young people to vote.

AB 967 (Smith, D-Santa Clarita)—Local Control and Accountability Plans. This bill would have required a charter school to submit its LCAP to its charter authorized for review and approval. It also requires charter schools to comply with various other' LCAP requirements that currently apply to school districts and COFs.

The Governor 's veto message states in part:

This year's education budget trailer bill included several provisions that increase transparency around charter school LCAPs. These reforms will be in effect for the first time as charter schools develop their LCAPs this spring. This bill imposes additional requirements on charter schools beyond what was rejected in the final 2019-2020 budget and other measures signed into law this year. I believe the recently enacted changes should be given a chance to work before these additional requirements should be considered.

AB 1085 (McCarty, D-Sacramento)—After School Programs: Substance Use Prevention: Funding: Cannabis Revenue. This bill would have authorized the Department of Health Care Services to consider afterschool programs in allocating funds generated from Proposition 64 cannabis tax revenue for youth education, prevention, and treatment efforts.

The Governor 's veto message states in part:

I support increased access to after-school programs, which is why I worked with the Legislature to provide an additional \$50 million to support these programs. This bill, however, attempts to change the funding allocation process specified by Proposition 64, which does not authorize the Legislature to modify the fund collocation process prior to July 1, 2028.

AB 1184 (Gloria, D-San Diego)—Retention of Public Written Records Transmitted Electronically. This bill would have required public agencies, for the purposes of the California Public Records Act, to retain and preserve for at least two year's every public record transmitted by electronic mail.

This bill does not strike the appropriate balance between the benefits of greater transparency through the public's access to public records, and the burdens of a dramatic increase in records-retention requirements, including associated personnel and data-management costs to taxpayer.

AB 1233 (Smith)—Advanced Placement Examinations: Fees. This bill would have established a five- year grant program to award grants to school districts, charter schools, and COEs to cover the costs of Advanced Placement (AP) exam fees for low-income and foster youth students.

The Governor 's veto message states in part:

While I understand the legislature's intent to promote AP testing opportunities for eligible low -income high school students or foster youth high school students, local educational agencies already have the ability to subsidize AP examination fees Using their local control funding formula funds.

SB 5 (Beall, D-San Jose)—Affordable Housing und Community Development Investment Program. This bill would have established the Affordable Housing and Community Development Investment Program, which would allow local agencies to reduce contributions of local proper tax revenue to schools, called the Educational Revenue Augmentation Funds to build affordable housing and related infrastructure.

The Governor 's veto message states in part:

California is in a housing crisis, and I have consistently maintained we need to use all the tools in our toolbox to address it. However, this bill would increase costs by \$2 billion annually once fully implemented, Legislation with such a Significant fiscal impact needs to be part of budget deliberations so that it can be considered in light of other priorities. I will continue to work collaboratively with the Legislature next year to continue to support increased housing production at all income levels across our state.

SB 268 (Weiner, D-San Francisco)—Local Tax or Bond Measures. This bill would have authorized a local jurisdiction, including school districts and community college districts, proposing a local tax or bond initiative to include specified estimates relating to the tax or bond either in the ballot label or, through a required statement provided to all voters, direct voters to "See voter guide for tax rate information."

The Governor 's veto message states in part:

I am concerned that this bill as crafted will reduce transparency for local tax and bond measures.

SB 695 (Portantino, D-La Cañada Flintridge)—Special Education: Individualized Education Programs: Translation Services. This bill would have required an LEA, upon a parent’s request, to translate:

- The pupil’s completed IEP and any revisions to the pupil’s IEP
- Any evaluation, assessment, or progress data used to determine eligibility or to develop the IEP that is discussed at an IEP team meeting

For a parent whose native language is one of the eight most commonly spoken languages, excluding English, the LEA would have thirty calendar days of the IEP team meeting, or within thirty calendar days of a later request by the parent, to provide the translation.

The Governor 's veto message states in part:

Current law already requires that non-English speaking parents and guardians understand their’ child’s IEP, and LEAs must take any action needed to ensure that pupil’s non-English speaking parent understands the IEP process and LEAs must also provide any materials used to assess or place a student with exceptional needs in the parent’s native language. By establishing more prescriptive requirements, particularly specifying a 30-day timeline within which those documents must be translated, the bill would exceed the requirements of federal law (the Individuals with Disabilities Act), thereby creating a costly reimbursable state mandate that will reduce funding available to support broader’ educational programs for these students. If a California school district’s practices of providing translation services are inadequate, avenues already exists to remedy these problems.

“Special Education Costs: Local Contributions Exceed 65% of Total Funding in 2017—18”

For decades, local educational agencies (LEAs) have been trying to help state legislators understand that funding adequacy is not the same thing as funding equity. While allowing much needed local control with the change to the Local Control Funding Formula (LCFF) was a generous move in the right direction—and LEAs below the statewide target rate for funding will receive additional dollars in 2019—20—the LCFF funding model still falls short of ensuring LEAs have sufficient funds to provide high-quality programs and services to students with disabilities (SWDs).

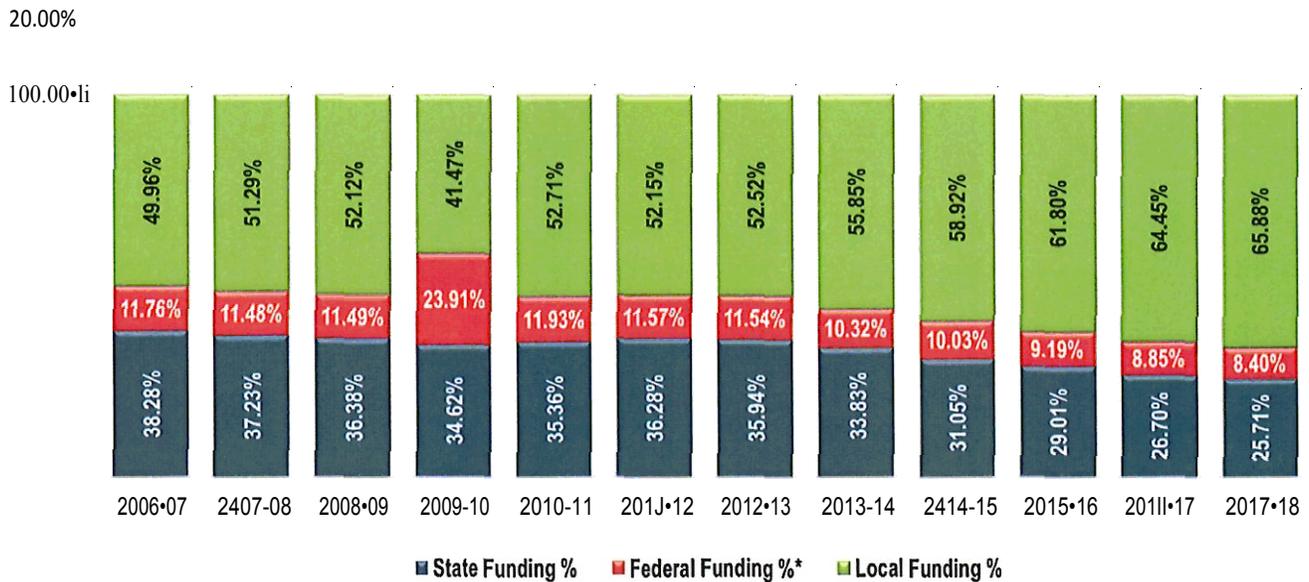
It is important that LEAs recognize that the first funding to support all students comes from the LCFF, and it applies in the same manner as the primary funding source for SWDs. Supplementary funding for SWDs is provided through both federal and state funding sources, but the combined funding doesn't adequately address the requirements of state and federal mandates to provide services.

Special education expenditures continue to rise as LEA operational costs increase. Salaries and benefits, step and column, and the rates of both the California Public Employees’ Retirement System and the California State Teachers’ Retirement System affect special education expenditures in the same manner they affect the unrestricted General Fund programs. The funding for special education continues to be deficated each year until after the recalculations occur. 2014—15 was the first year that the deficit to special education remained when the final funding calculations were completed, and it is projected that the deficit will continue for the foreseeable future. The deficits are not large or comparable to the large

funding deficits that occurred on General Funds during the Great Recession; however, in an already chronically underfunded program, the loss of every penny on the dollar is an additional strain on LCFF dollars to maintain compliant programs. LEAs may not be fully aware that they are receiving only about 97 cents of every dollar intended for services to students with disabilities. Even with the additional funding to provide dollars to lower funded Special Education Local Plan Areas in 2019=20, the chronic deficit was not addressed.

The chart below shows the growing contributions from LEAs' unrestricted General Funds that were needed to backfill special education expenditures in the last twelve years. In 2017—18, the state contributed 25.71% of funding; federal funds accounted for only 8.40% of funding, and local funds (including the LCFF) accounted for 65.88% of the total funds expended

***2009-10 includes Federal Americans Recovery and Reinvestment Act Funds**



Source: SELPA Special Education JOE Reports

“2019 CAASPP Results Show Modest Growth”

The 2019 results for the California Assessment of Student Performance and Progress (CAASPP) were released on Wednesday, October 9, 2019. The CAASPP results serve as the foundation for the academic indicators in the California School Dashboard.

Statewide, the percentage of students meeting or exceeding standards for English-language arts (ELA) and math increased by roughly 1% from the prior year. Over a three-year period, the percentage increased by nearly 3% on both assessments.

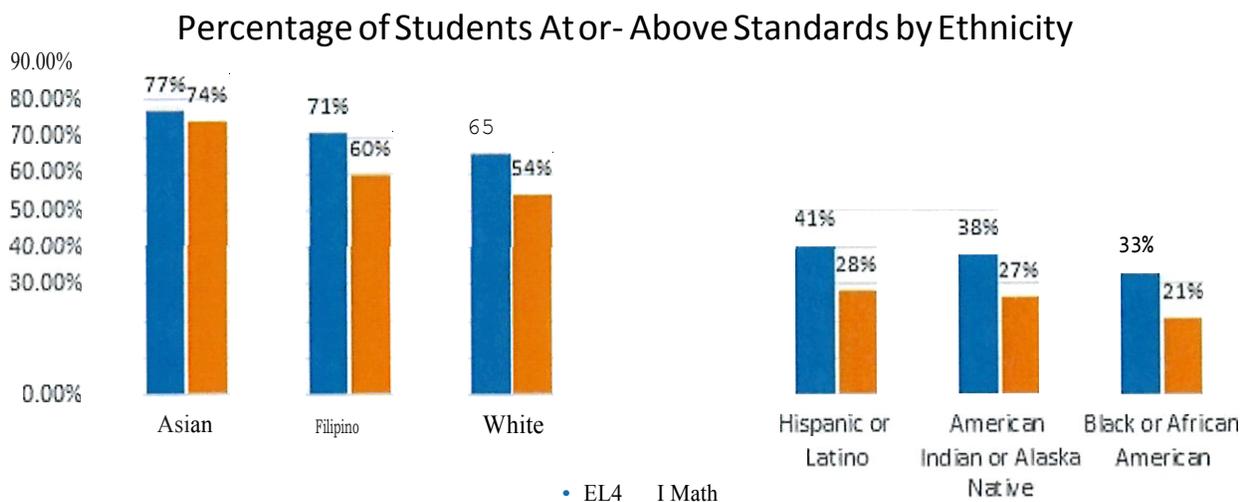
2018-2019 Students Meeting/Exceeding Standards			
	2018-19	Increase From Prior Year	Increase from 2016
ELA	50.87%	0.99%	2.87%
Math	39.73%	1.08%	2.73%

While students as a whole are showing modest progress across the state, the results are very different when reviewed by student group. The number of economically disadvantaged students achieving or exceeding the standards in ELA increased by 1.27% from the prior year. The growth for this group in math was similar at 1.24%.

However, the percentage of students not classified as economically disadvantaged remained relatively flat, with less than half a percent increase in math proficiency and a 0.2% increase in ELA proficiency.

2018-19 Students Meeting/Exceeding Standards by Economic Disadvantage			
	2018-19	Increase From Prior Year	Increase from 2016
ELA			
Economically Disadvantaged	38.96%	1.27%	3.86%
Not Economically Disadvantaged	69.48%	0.20%	0.45%
Math			
Economically Disadvantaged	27.48%	1.24%	3.48%
Not Economically Disadvantaged	58.88%	0.45%	0.88%

State Superintendent of Public Instruction (SPI) Tony Thurmond expressed concern over the performance disparities among white and Asian students compared to other students of color. Students of color consistently scored below the statewide average for proficiency in both ELA and math. Only 28% of Hispanic students were proficient in math compared to nearly three-quarter's of their Asian peers. For ELA, only one-third of African-American students met the standards compared to nearly two-thii'ds of white students.



SPI Thurmond indicated an intent to work with data experts to evaluate what might be causing such a dramatic difference between student groups; noting, “All students should have an equal opportunity to succeed academically and enter the workforce prepared with the needed skills to compete in the industries that drive our state forward.”

The CAASPP results are an excellent resource for K-12 school agencies to measure student progress and assist in monitoring the needs of students. In addition, examining comparative data from districts that share similar student demographics can also provide critical insight on student progress and in the development of the instructional planning process. If you are interested in learning more about the comparative and summative student assessment data reports available at School Services of California Inc., please contact us for more information.

District

The Administrative Amendment request to remove the YPI from Sole Membership of YPICS, Inc is being considered by the Charter School Division for approval. We have argued that it is an administrative change and as such change does not change the number of trustees, nor the process by which trustees are added to the board, we believe the change should be administrative only. We are awaiting a decision as to whether or not we would need to go back before the LAUSD Board for a Material Amendment.

BCCHS:

Congratulations to the BCCH Team for the successful Charter Petition Renewal on September 24, 2019. Additionally, the High school completed a successful WASC Accreditation visit in October. We are proud of the work and successes that high school team continues to accomplish! We also want to celebrate that we already have 12 high school seniors accepted to Grand Canyon University.

YPICS

November 4th, YPICS held a district-wide Total Professional Development, which focused on YPICS hallmarks and Get Better Faster (GBF) Strategies. GBF is not another focus, it ensures that cohesive strong teacher practices are in place consistently at all schools. We welcome you to visit the YPICS Total Professional Development website channel at the following link: tpd.ypics.org. All trainings are aligned to support the Academic Success Plans of each school.

Youth Truth Survey: This year YPICS moved the Youth Truth Experience Survey for all stakeholders, parents, students, staff, and administration to the fall. The survey window closed on November 8th. We are awaiting analysis from the Youth Truth Consultants. We will use this data to see if the changes that we implemented in August are making an impact system wide. It will also give us to an opportunity to strategically adjust practices and systems during the year in which we received the survey results. Youth Truth Results and analysis will be made available to the Board at the December 9, 2019 meeting.

Coversheet

LAUSD Charter School Division Oversight Process

Section: III. Items Scheduled For Information
Item: J. LAUSD Charter School Division Oversight Process
Purpose: FYI

Submitted by:

Related Material:

Attachment C - Criminal Background Clearance Certification 2019-2020.docx

Attachment D - Vendor Certification 2019-2020.docx

Attachment E - Charter School Compliance Monitoring 2019-2020.docx

Attachment J - EL Plan Certification 2019-2020.docx

Attachment B - Certification of Clearances Guide and Form 2019-2020 (1).docx

Attachment G - SB 1375 Guidance.pdf

Attachment H - Charter Transparency - Ratliff Zimmer Resolution - 01-12-16 - Excerpt of RegBdOB STAMPED.pdf

Attachment I - Facilities Information.pdf

Attachment A - Annual Performance-Based Binder Prep Guide 2019-2020.pdf

Attachment F - Annual Performance-Based Oversight Report 2019-2020.pdf

Attachment K - Calendar of Significant Deadlines 2019-20.pdf

CRIMINAL BACKGROUND CLEARANCE CERTIFICATION

Full Name of Employee: _____ DOB: _____

As the duly authorized Custodian of Records for:

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

Date of Clearance¹: _____

Start Date²: _____

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

Name of Custodian of Records:

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

Signature: _____ Date Signed: _____

¹ "Date of Clearance" = the date that the school's Custodian of Records reviewed the DOJ Report and determined that the applicant was cleared for employment

² "Start Date" = the first day that the employee performed any work for the school/organization

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

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

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

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

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

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

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

WAIVER JUSTIFICATION:

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

Check all methods to be used:

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

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

Authorized Vendor Signature

Printed Name

Title

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

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

AUSTIN BEUTNER
Superintendent

ALISON YOSHIMOTO-TOWERY
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools

CHARTER SCHOOL COMPLIANCE MONITORING 2019-2020

Dear Charter School Governing Board President and Charter School Leaders:

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

- (1) *School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 7, 2019**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 7, 2019.***
- (2) *Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2019-2020*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 13, 2020.***

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to

confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: *As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the Annual Performance-Based Oversight Visit Preparation Guide 2019-2020 for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached Compliance Monitoring and Certification of Board Compliance Review 2019-2020 may provide useful support and assistance in this endeavor.*

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

Best wishes,

*José Cole-Gutiérrez
Director,*

Charter

Schools

Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2019-2020*

School Name: _____

Board President Name: _____

Charter Management Organization: _____

LAUSD Loc. Code: _____

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 7, 2019 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 13, 2020 via Dropbox

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2019-2020" form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2019-2020 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Calendar of Governing Board meeting dates and location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532 Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2019-2020 Welcome Letter.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	agendas, including on the school website			
	Evidence of Brown Act training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (<i>Public Law 111-296</i>); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school’s established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR’S COMPLIANCE REVIEW

(by Monday, October 7, 2019)

The undersigned hereby certifies that, on _____ the School Administrator of _____

Date(s)

Name of Charter School

reviewed the school’s compliance related policies, systems, and procedures.

Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

before January 13, 2020

The undersigned hereby certifies that, on _____, the Governing Board of
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.**

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed



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

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

AUSTIN BEUTNER
Superintendent

ALISON YOSHIMOTO-TOWERY
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools

August 12, 2019

SUBJECT: MASTER PLAN FOR ENGLISH LEARNERS: APPROPRIATE INSTRUCTION AND SERVICES FOR ENGLISH LEARNERS (EL) – DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT (ELD):

Dear Charter School Leaders,

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each EL that is designed and implemented to overcome language barriers and provide access to the core curriculum. (See *Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). As part of a comprehensive and compliant ELD instructional program, charter schools are expected to implement an integrated and designated ELD instructional program for all ELs. The California Department of Education (CDE) has provided numerous communications and resources to support all public schools in this endeavor, including but not limited to: 1) [Dear Colleague Letter](#); 2) [ELA/ELD Framework](#); 3) [Designated and Integrated ELD](#); and, 4) [Reminder of Legal Obligations to ELs](#).

As shared by CDE in the [Reminder of Legal Obligations to English Learners](#) from Dr. Veronica Aguila, Assistant Superintendent/Division Director on August 30, 2016, “The CDE is informing administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.” We ask that each charter school reflect on the academic achievement, and record of performance of their EL subgroup as well as their Long-Term English Learners (LTELs).

The following questions, though not exhaustive, should be used to evaluate whether the school’s integrated and designated ELD instructional programs are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?

**Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division**

5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Please review the school's current English Learner Master Plan and revise it as necessary to address these important components. Ensure that the school's Master Plan updates any obsolete information; for example, some plans still refer to the CAHSEE or CST as one of the measures for reclassification criteria. For schools that were using the LAUSD's Master Plan, please submit a written response to questions 1-6 above.

School's updated plan with the attached certification or school's response to questions 1-6 above (Only for schools who were utilizing the District's Master Plan) with attached certification must be submitted no later than Friday, October 4, 2019 to the Charter Schools Division as part of the Quarter 1 (Q1) electronic document submission.

Sincerely,

José Cole-Gutiérrez
Director, Charter Schools Division

**Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division**

ENGLISH LEARNER MASTER PLAN CERTIFICATION FORM 2019-2020

DUE: FRIDAY, OCTOBER 4, 2019

LAUSD LOC. CODE

CHARTER SCHOOL NAME:

The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

See attached the current English Learner Master Plan

OR

Our school was using the LAUSD Master Plan, in the meantime, please see attached responses addressing questions 1-6.

Charter School Principal's Name :

Principal's Signature

Date

Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division

ENGLISH LEARNER MASTER PLAN RESPONSES TO QUESTIONS 1 - 6

LAUSD LOC. CODE

CHARTER SCHOOL NAME:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

**Certification page and Plan is to be upload to Drop Box provided
by the Charter Schools Division**



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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

AUSTIN BEUTNER
Superintendent

ALISON YOSHIMOTO-
TOWERY
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools

GUIDE TO THE COMPLETION OF CERTIFICATION OF CLEARANCES, CREDENTIALING, AND MANDATED REPORTER TRAINING 2019-2020 FORM

Please submit this completed form to the Charter Schools Division (CSD) through Dropbox within the Quarter 1 submission window. On the date of the school's oversight visit, provide a hard copy of this form which includes any changes and/or updates since the Quarter 1 submission.

The purpose of this guide is to provide supplemental information that may support you in completing your school's Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 form (The credentialing portion reflects Every Student Succeeds Act (ESSA) requirements).

REQUIREMENTS PER APPLICABLE LAW AND CHARTER

Criminal Background Clearance Requirements

Each charter school shall require the following persons to submit to criminal background checks and fingerprinting: (1) all employees of the charter school, (2) all employees of contracting entities/independent contractors ("vendors") providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a charter school employee. The charter school is responsible for ensuring that vendors provide the Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification signed form to the charter school prior to the provision of services to the school. (See, e.g., Education Code §§ 44237, 45122.1, and 45125.1.) Note: AB 949 (2017), which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, became effective law on January 1, 2018.

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

Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)

Tuberculosis Risk Assessment/Clearance Requirements

*Each charter school shall require all employees, and any volunteer or vendor employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB), **within the period of 60 days prior to employment/service**, per the requirements of Education Code section 49406. (See AB 1667 (2014)). Each charter school shall maintain and monitor TB clearance records on file to ensure ongoing compliance. (See District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)*

Credentialing and ESSA Compliance

Each charter school shall adhere to the requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. ESSA requires meeting state licensure requirements. Charter schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Education Code section 47605(l), which provides that teachers must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter schools have been given flexibility with regard to non-core, non-college preparatory courses. Each charter school shall maintain current copies of all teacher credentials and make them readily available for inspection. (See District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)

Child Abuse Mandated Reporter Training:

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

Bloodborne Pathogen Training

Each charter school must provide employee training in accordance with the requirements of the Bloodborne Pathogens Standard set forth in California Code of Regulations, title 8, section 5193.

Pupil Suicide Prevention Training

*In accordance with AB 2246, every charter schools serving students in grades 7-12 inclusive must implement a board-approved Suicide Prevention Policy that, at a minimum, addresses procedures relating to suicide prevention, intervention, and postvention; and shall specifically address high-risk student groups. **Charter schools which are co-located on district sites must adhere to the District's Health, Safety and Emergency Plan which incorporates the District's Suicide Prevention Policy.** As part of the District's Suicide Prevention Policy, charter school staff must complete the online Suicide Prevention and Awareness Training on MyPLN. Charter staff not located on district property may receive training through other means.*

GENERAL INSTRUCTIONS FOR COMPLETION OF THE FORM

Each charter school must include on this form ALL employees (including but not limited to teachers, paraprofessionals, other instructional staff, central office staff, operations staff, substitute employees, part-time staff, and temporary employees) and ALL contracting entities/independent contractors (vendors). The Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification form must be executed annually by the vendor and provided to the charter school prior to the provision of services for the 2019-2020 school year. **Within each table on the form, please be sure to enter each name in alphabetical order by last name/contracting entity name.**

GLOSSARY

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

- (a) Full Name - For certificated employees, the name must match the name listed on the employee's credential/Commission on Teaching Credentialing (CTC) documents. List employees in alphabetical order by last name. **If the individual now uses a different legal name, also include that information.** See example on the form.
- (b) Date of Criminal Background Clearance Determination - This entry is the date that the school's Custodian of Records reviewed the appropriate DOJ criminal background check document(s) (i.e. CORI report(s)) and determined that the applicant was cleared for employment.
NOTE: Please do not provide the date on the face of the DOJ report(s) or the date that the record was received. This entry is the date of the school's review and determination by its Custodian of Records.
- (c) Start Date - This entry is the first day that the employee/vendor performed any work for this school/organization. **For a new employee who has transferred or transfers employment from another school or school district to the charter school, include the original hire date and the transfer date.**
- (d) Credential Type and Employment Restriction - This entry must include all valid credentials. For employees who are university interns, the employment restriction must be specified.
- (e) Credential Expiration Date (specify if it has a 1-year renewal) - Enter the expiration date for each credential. Also, provide the one-year renewal expiration date for any employee who has specific renewal requirements, such as the CBEST, that must be met within one year of credential issuance.
- (f) Job Title/Assignments - Enter the person's title and current assignment(s).

(g) Teaching in a Core Setting (i.e., two areas of core content to the same group of students for two periods) [Grades 5-8 only] - Indicate if the teacher is assigned to a “core setting”. Enter “C” if the teacher is teaching in a core setting, or “N/A” if not.

NOTE: This column does not relate to the separate question of whether a given course or subject is considered “core” or “college preparatory” within the meaning of Education Code § 47605(l).

(h) EL Authorization Type - Enter the type of English Learner Authorization held by the employee, such as BCC/BCLAD; CLAD; embedded EL authorization; or Emergency CLAD/Bilingual Authorization Permit. Enter the corresponding credential authorization code from the credential document (e.g. “ELA1”). For any teacher without an EL Authorization, enter “None”.

(i) New Employee TB Clearance Date - This entry is the date on which the results of the TB risk assessment, test, or chest exam, were read/reviewed by a qualified medical professional. Per Education Code § 49406, new employees must show a certificate of tuberculosis (TB) risk assessment/clearance dated within the 60 days prior to the initial employment date (Start Date). For new employees, enter the date of the initial TB clearance. **For a person who has transferred or transfers employment from another school or school district to the charter school, place an (*) asterisk next to the TB clearance date verifying that the person has an appropriate certificate on file showing that the person is free from infectious TB.** For all returning employees, please confirm compliance by entering “compliant” or “not compliant,” as applicable, instead of entering the date.

(j) TB Expiration Date – This entry is the date on which the employee must comply with the requirement for obtaining documentation of TB risk assessment/examination and clearance results before continuing with employment by a qualified medical professional.

(k) Child Abuse Mandated Reporter Training – Enter the date on which the employee received compliant training pursuant to AB 1432 (2014).

(l) Blood Borne Pathogens Training – Enter the date on which the employee received Blood Borne Pathogens training.

(m) AB 2246 – Pupil Suicide Prevention and Awareness Training – Enter the date on which the employee received Suicide Prevention training.

(n) Type of Work/Services Provided - This entry must be a concise description of services rendered.

Please use additional rows and/or pages as needed.

CERTIFICATION OF CLEARANCES, CREDENTIALING, AND MANDATED REPORTER TRAINING 2019-2020

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

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

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

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

FIRST DAY OF INSTRUCTION: [Click here to enter text.](#)

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

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

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
	NEW CERTIFICATED EMPLOYEES (All certificated staff hired/contracted since the school’s last CSD annual oversight visit or not otherwise included on prior certification):													
EXAMPLE	Smith, Jocelyn Ann <i>(now Smith-Baker, Jocelyn Ann)</i>	07/10/18	07/20/18	222222222	Clear Multiple Subject Teaching Credential Prelim. Single Subject Teaching Credential - Mathematics	07/01/19	Mathematics (7 th and 8 th Grades) Teacher; Leadership Teacher (8 th)	N/A	ELA1	06/15/18	06/15/22	08/28/18	08/28/18	8/28/18
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2.														
3.														
4.														
5.														

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
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FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
CONTINUING CERTIFICATED EMPLOYEES:													
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II. NON-CERTIFICATED EMPLOYEES: All other individuals employed by the organization should be listed here. This group includes all central office staff that may have contact with students at any time, office staff, building and grounds staff, etc.

FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES	DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)	START DATE (c)	JOB TITLE (f)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
NEW NON-CERTIFICATED EMPLOYEES (All non-certificated staff hired since the school’s last CSD annual oversight visit or not otherwise included on prior certification):								
<i>EXAMPLE</i> Garcia, José Eduardo	08/05/18	08/12/18	Paraprofessional and After-School Program Coordinator	08/11/18	08/11/22	08/15/18	08/15/18	8/15/18
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<p style="text-align: center;">FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES</p>	<p style="text-align: center;">DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)</p>	<p style="text-align: center;">START DATE (c)</p>	<p style="text-align: center;">JOB TITLE (f)</p>	<p style="text-align: center;">NEW EMPLOYEE TB CLEARANCE DATE (i)</p>	<p style="text-align: center;">TB EXPIRATION DATE (j)</p>	<p style="text-align: center;">CHILD ABUSE MANDATED REPORT TRAINING DATE (k)</p>	<p style="text-align: center;">BLOOD BORNE PATHOGEN TRAINING DATE (l)</p>	<p style="text-align: center;">AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)</p>
RETURNING NON-CERTIFICATED EMPLOYEE:								
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III. CONTRACTING ENTITIES/INDEPENDENT CONTRACTORS (“VENDORS”) – This table must include all contracting entities/independent contractors (“vendors”) providing school site services whose employees may have contact with students. This group includes, but is not limited to, vendors of after-school programs, tutoring, physical/health screening, subcontracted teacher substitutes, and technology consultation and/or services. As part of its certification, each vendor must provide (on the certification form or on an attachment to the certification form) a complete and detailed list of all vendor employees covered by the certification. Schools should ensure that they are conducting background checks on sole proprietors that meet the criteria set forth in section 45125.1

	NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	DATE OF VENDOR CERTIFICATION	VENDOR START DATE	NAME AND TITLE OF PERSON CERTIFYING ON BEHALF OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	TYPE OF WORK/SERVICES PROVIDED (n)
EX.	<i>L.A. Catering</i>	<i>08/01/2018</i>	<i>08/02/2018</i>	<i>Patricia Avakian, Manager</i>	<i>Food delivery and set-up</i>
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IV. SOLE PROPRIETOR VENDORS

NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	DATE OF DOJ CLEARANCE COMPLETED BY CHARTER SCHOOL	TB EXPIRATION DATE	TYPE OF WORK/SERVICES PROVIDED
<i>L.A. Catering</i>	<i>08/02/2018</i>	<i>08/02/2022</i>	<i>Food delivery and set-up</i>

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

Name	Date of DOJ Confirmation as Custodian of Records

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

Print Name

Title/Position

Signature

Date

Attachment G

March 30, 2017

Dear County and District Superintendents; Superintendents of State Special Schools; and Public, Charter, and Private School Administrators:

IMPLEMENTATION OF SENATE BILL 1375 REQUIREMENTS RELATED TO SEX EQUITY IN EDUCATION

Title IX remains a critical federal civil rights law that prohibits discrimination on the basis of sex (including sexual harassment) in our schools. It protects male and female students and employees in any educational entity that receives federal funds. In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Senate Bill 1375 strengthens and expands the Title IX and state sex equity in education requirements. Specifically, on or before July 1, 2017, public schools, private schools, school districts, county offices of education, and charter schools are required to post information on their Internet Web site relative to the designated Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint.

These requirements are essential in efforts to ensure equity in education and your efforts are greatly appreciated. If you have any questions, please contact me by phone at 916-445-9174 or by e-mail at oeoinfo@cde.ca.gov.

Sincerely,

[Original signed copy on file at CDE]

Sharon Felix-Campos, Director
Office of Equal Opportunity
Civil Rights, Title IX, ADA/504, MOA Coordinator

SFC:cg
Enclosure

Nondiscrimination Statement

The State of California, Department of Education (CDE), is committed to ensuring equal, fair, and meaningful access to employment and education services. The CDE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Office of Equal Opportunity is charged with overseeing, leading, and directing the CDE's efforts to meet the legal obligations set forth in state and federal civil rights laws, and regulations in CDE employment and

delivery of education services. Inquiries regarding nondiscrimination and civil rights should be directed to the Office of Equal Opportunity.

Enclosure

Implementation of SB 1375

The following information from state and federal statute was gathered to assist in understanding how the amendments in SB 1375 expand upon the requirements of Title IX. This is not an exhaustive examination and, therefore, should not be used as a substitute for careful reading of the regulations themselves.

SB 1375 Requirements

California Education Code, 221.61

- a. On or before July 1, 2017, public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools shall post in a prominent and conspicuous location on their Internet Web sites all of the following:
 1. The name and contact information of the Title IX coordinator for that public school, private school, school district, county office of education, or charter school, which shall include the Title IX coordinator's phone number and email address.
 2. The rights of a pupil and the public and the responsibilities of the public school, private school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, Internet Web links to information about those rights and responsibilities located on the Internet Web sites of the department's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.
 3. A description of how to file a complaint under Title IX, which shall include all of the following:
 - A. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - B. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of Education Office for Civil Rights' Internet Web site.
 - C. An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
- b. On or before April 1, 2017, and annually thereafter, the Superintendent shall send a letter through electronic means to all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of

education, and charter schools informing them of the requirement specified in subdivision (a) and of their responsibilities under Title IX.

- c. A public school that does not maintain an Internet Web site may comply with subdivision (a) by posting the information specified in paragraphs (1) to (3), inclusive, of subdivision (a) on the Internet Web site of its school district or county office of education.
- d. Nothing in this section shall be construed to require a school or local educational agency to establish an Internet Web site if the school or local educational agency does not already maintain one.

Title IX Requirements

34 CFR [Code of Federal Regulations] 106.8

- a. *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- b. *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

(Authority: 34 C.F.R. Sec 106.8)

106.9 Dissemination of Policy

- a. *Notification of policy.*
 - 1. Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information and be made in such manner as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall state at least that the requirement not to discriminate in the education program or activity extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient, and that inquiries concerning the application of Title IX and this part to such recipient may be referred to the employee designated pursuant to Sec. 106.8, or to the Assistant Secretary.
 - 2. Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in:

- i. Local newspapers;
 - ii. Newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and
 - iii. Memoranda or other written communications distributed to every student and employee of such recipient.
- b. *Publications.*
 - 1. Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
 - 2. A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.
- c. *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Authority: 34 C.F.R. Sec 106.8)

23. Ms. Ratliff, Mr. Zimmer – Keeping Parents Informed: Charter Transparency (Res-017-15/16)
(Noticed November 10, 2015 and Postponed from a Previous Meeting)

ADOPTED AS AMENDED BY CONSENT VOTE

Whereas, Charter schools were established in 1992 by the California Education Code as a way to encourage innovation, increase opportunities for teaching and learning and expand school choice for parents and students;

Whereas, A Board of Education or other authorizing entity grants a charter with the expectation that a school will adhere to the procedures outlined in its petition and uphold the public’s trust in carrying out the agreement;

Whereas, The Los Angeles Unified School District aims to authorize, and provide sound oversight to, a portfolio of high quality innovative charter schools;

Whereas, California Education Code 47607 allows an authorizing entity to grant a charter for a period not to exceed five years and to grant one or more renewals of five years each;

Whereas, California Education Code ~~47606(c)(2)~~ 47605(c)(2) states, “Charter schools shall, on a regular basis, consult with their parents, legal guardians and teachers regarding the school's educational programs”;

Whereas, California Education Code 47604.32 requires the authorizing entity, including the Governing Board of the Los Angeles Unified School District, to provide oversight of a charter school’s operations, including its fiscal conditions and financial operations;

Whereas, California Ed Code 47604.3 requires charter schools to promptly respond to all

reasonable inquiries from its chartering authority, including those regarding its financial records;

Whereas, The District requires every charter school to cooperate with investigations of waste, fraud, abuse and other material violations of law related to its operation;

Whereas, California Education Code 47607(c) states that the authorizing entity may revoke a charter through the showing of substantial evidence that the school did any of the following: Committed a material violation of any of the conditions, standards or procedures set forth in the charter; failed to meet or pursue any of the pupil outcomes identified in the charter; failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; violated any provision of the law;

Whereas, California Education Code 47607(c)-(e) and corresponding state regulations require the chartering authority to adhere to the following procedures when revoking a charter: Issuance of a Notice of Violations; issuance of a Notice to Revoke and Notice of Facts in Support of Revocation; a public hearing; and a final vote;

Whereas, The District currently requires charter schools to notify parents and guardians within 72 hours of a closure action and to simultaneously provide proof of the notification to the Charter Schools Division, but does not mandate any such notice when the revocation process is initiated or underway; and

Whereas, When a school has a renewal hearing before the Board, there is currently no requirement that a school must inform parents, legal guardians, and teachers of the outcome; ~~now, therefore, be it~~

Whereas, Traditional public schools are bound by applicable laws to adhere to prescribed standards, and/or to publicly disclose information relating to, their safety and facilities, curriculum and instructional focus, staff qualifications and compensation, governance and finances, food services, academic performance and student demographics;

Whereas, Charter schools are legally afforded greater flexibility with respect to the same standards; and, therefore, there is greater uncertainty about many of the above matters, which could be addressed through enhanced disclosure; and

Whereas, Although the District has an active program of voluntary seismic improvements to District-owned school sites, there may be a lack of clarity among both traditional and charter school parents regarding the seismic vulnerability of their students' school buildings, and the Field Act and (for non-District-owned sites) multiple applicable building codes are complex and have changed over years making it difficult to infer seismic safety from compliance alone; now, therefore, be it

Resolved, That the Los Angeles Unified School District expects ~~a charter management organization or every District-authorized~~ charter school to be transparent with its stakeholders (as traditional District public schools are required to be) regarding all aspects of its operation, including the possible revocation of its charter;

Resolved further, That a charter school be required to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or ~~the Recommendation for~~ Notice of Non-renewal; and that the notification include the District's rationale for the action, if provided by the District. The school shall also be required to simultaneously provide proof of the notification to the Charter Schools Division;

Resolved further, That in order to achieve these goals of transparency, accountability and keeping parents informed (with information similar to that available to traditional public school parents), a charter management organization or charter school District-authorized charter schools are ~~be~~ required to have available, as allowed by law, to parents, guardians, and staff, information regarding:

Safety and Facilities

- Health and safety plans and procedures
- ~~Field Act compliancy~~
- School facility assessment
- ~~Available play space/density~~

Curriculum and Instructional Focus

- Local Education Agency Plan
- Instructional materials
- Curriculum content

Staff

- Teacher credential status
- Qualifications of employees (including school leaders); Staff (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.) compensation scheme (including, without limitation, pay scale, bonuses or merit pay and the standards and procedures by which they are earned, benefits and retirement system) should be made available to parents upon request.
- ~~Chanda Smith Consent Decree compliance (including, but not limited to proper documentation displayed and made available to parents)~~
- ~~Staff pay scale (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.)~~
- ~~Instructional materials~~

Governance Structure and Financial Management

- Brown Act compliancy
- Governance structure and policies
- Any material relationships among the school, its charter management organization (CMO) and any person or entity controlling, controlled by, or under common control with the school or its CMO; As used herein, "control" has the meaning ascribed to it in Rule 405 promulgated under the Securities Act of 1933, as amended – that is, the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of a person, whether through the ownership of voting securities, by contract, or otherwise.
- Audited Financial Statements
- Local Control Accountability Plan (LCAP)

Food Services

- ~~Food service/caloric content~~
- Meals offered to students
- Whether free and reduced-price meals are provided to students who would be eligible for them at a traditional public school

Admissions

- Lottery processes (including any preferences) and enrollment deadlines
- Academic Performance (in each case, disaggregated for all numerically significant sub-groups)
- Statewide testing results
- Four year cohort graduation rates
- Drop-out rates

Student Demographic Rates

- ~~Special Education services (including, but not limited to SELPA affiliation)~~
- ~~Curriculum content~~
- ~~Special Education by type (high incident, low incident)~~
- Ethnicity
- Income-eligibility for free and reduced-price meals
- English Language Learner status
- Special Education, by type (detailed to the extent permitted by applicable state and federal law and as available by traditional District public schools)

Resolved further, That this information be available to parents both manually and electronically through a written disclosure form in the preferred language of the family in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code;

Resolved further, That for the 2015-16 academic year, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than March 1, 2016, and the Audited Financial Statements and LCAP shall be made similarly available by December 15, 2016 and June 30, 2016, respectively;

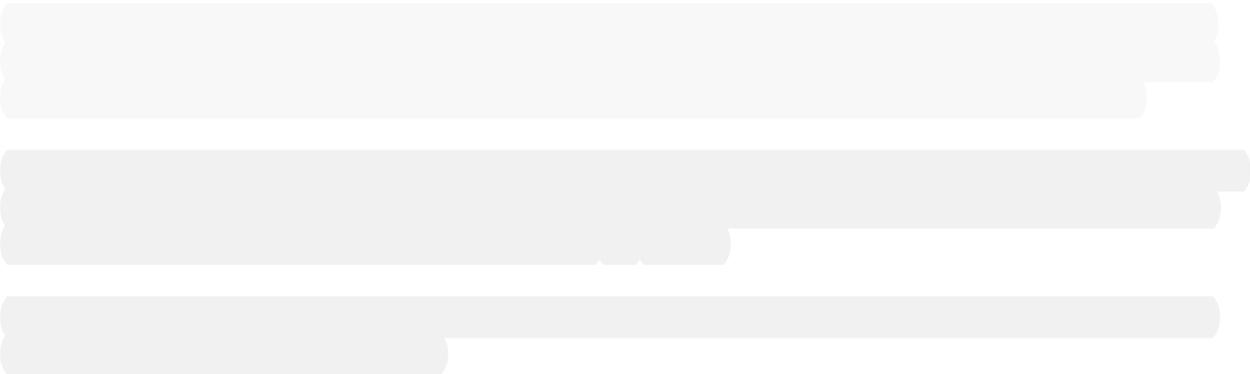
Resolved further, That for the 2016-17 and subsequent academic years, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than August 31st of the applicable academic year, and the Audited Financial Statements and LCAP shall be made similarly available by December 15 of the following academic year and June 30 of the applicable academic year, respectively. If at any time, a change occurs with regards to the available information, the charter management organization or charter school will have 72 hours to have available the updated information within a reasonable time; and, be it finally

Resolved, further, That each District traditional public school and District-authorized charter school that occupies buildings on the AB300 list shall promptly post a notice to such effect in their main office;

Resolved further, That the Superintendent shall direct appropriate staff to conduct a study to determine appropriate measures and metrics of seismic resistance and seismic hazards of school buildings (the study may consider relevant factors, such as year and type of construction, depth of foundation and soil type, building materials, types of joints, number of floors, and the presence or absence of lateral bracing, proximity to known faults and the activeness of such faults, among other things) and to determine appropriate methods and timeframes for communicating such information and periodic updates to the public;

Resolved, further, That such study shall be conducted with input from the District's stakeholders, including, but not limited to, representatives of parents, community members, and independent charter schools, and that the Superintendent shall report the results of such study to the Board by April 11, 2016; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District encourages each charter school to inform parents, legal guardians, and other stakeholders of the outcome of its renewal hearings.



Attachment I Facilities Information

Required Safety Compliance Documentation

Before a charter school may occupy any site, it must ensure the subject site is clean, safe, and complies with all mandatory requirements set forth in the school's approved charter petition (including, but not limited to, conditions pertaining to occupancy and use of the site, site compliance, pest management, and asbestos management) and applicable laws. Additionally, a charter school may not exceed the operating capacity of a site, and shall operate within any limitations or requirements provided by the formal documentation from the appropriate jurisdictional authority.

The District requires charter schools to annually submit the following documentation:

1) Certificate of Occupancy or Temporary Certificate of Occupancy

A **Certificate of Occupancy** is issued pursuant to a building permit for new construction, additions, and changes of **occupancy** after all the necessary construction has been approved by the inspector. It is evidence that the Department of Building and Safety has determined that the construction was done according to the requirements of the code for the given **occupancy** to be housed in the building.

2) Fire Permit

A Fire Permit certifies that a thorough and comprehensive fire life safety inspection has been conducted annually to protect lives and property of those who access the facility (CFC Division II Section 103,104).

3) Safe School Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California *Education Code* sections 32280-32289. This tool provides a list of required contents to assist schools in creating a compliant plan. Charter schools must develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety. **Co-located charter schools implement the District's Safe School Plan.**

4) Certified Accessibility Plan

While charter schools are exempt from many California laws governing school districts, charter schools are not exempt from federal requirements such as Title II of the Americans with Disabilities Act (ADA). Title II prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments, except public transportation services.

Accordingly, charter schools operating on private sites shall develop Transition and Self Evaluation plans noting barriers to accessibility and the plan to remove and/or eliminate said barriers within a reasonable timeframe in the Transition Plan and noting intentional or unintentional policies and practices which discriminate against people with disabilities, their acquaintances, and others assumed to have a disability. Charter schools may also consider designating an ADA Coordinator or equivalent, establishing a grievance procedure and posting notices at all facilities and mediums. Please additionally review the legal requirements for public entities which employ 50 or more persons. A transition plan must include:

1. A list of obstacles to accessibility of the facility or program. An accessibility evaluation survey is conducted to determine the accessibility obstacles and issues.
2. A detailed description of the methods that will be used to provide accessibility.
3. A schedule for implementing the changes. If completion will take longer than a year, the steps that will be taken each year must be identified.
4. Signoff by the official in your organization with authority to authorize the expenditure of funds to make the changes.

Charter schools may wish to utilize Certified Access Specialists (“CASp”), experienced, trained, and tested individuals who can inspect buildings and sites for compliance with applicable state and federal construction-related accessibility standards. Per the Division of the State Architect (DSA), a CASp inspection may include, for example, a review by a professional who knows which accessibility standards apply to a facility, and an action plan for changes needed for the facility to become compliant. For more information on the CASp program (codified by Senate Bill 262 in 2003), go to: <http://www.dgs.ca.gov/dsa/Programs/programCert/casp.aspx>.



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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AUSTIN BEUTNER
Superintendent

ALISON YOSHIMOTO-TOWERY
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2019-2020

OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. You can access District Policies Applicable to ALL LAUSD-Authorized Independent Charter Schools at <https://achieve.lausd.net/Page/1823>. In addition, you can access supplemental information on the CSD website at <https://achieve.lausd.net/Page/1816>. CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight. In accordance with California Education Code § 47604.32, the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

- | | |
|----------------------|--|
| Category I: | Governance |
| Category II: | Student Achievement and Educational Performance |
| Category III: | Organizational Management, Programs, and Operations |
| Category IV: | Fiscal Operations |

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all. Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

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LOGISTICS

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities:

- Small confidential work area containing a table and chairs with at least one nearby electrical outlet and **internet access**, for the use of the CSD visiting team to conduct document review and other team activities
- Room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing
- The school is notified in advance if the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews.

Note: A single room or space may be appropriate, of course, to serve multiple purposes.

Please provide the following items in a separate folder for the CSD visiting team:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share “educator-to-educator” information and insights (required activities are in ***bold/italics***):

1. Interview/Discussion
 - a. ***“Morning Meeting”*** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
 - b. ***Interview/discussions with organization and school-site leadership*** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
 - c. ***Interviews of stakeholder groups*** (students, parents, staff) as determined by CSD staff
 - d. ***Debriefing of visit with school leadership***
2. Observation
 - a. ***Classroom observation***
 - b. ***Site observation***
3. Document Review
 - a. ***Review of documentation provided by school*** (see guidance below)
 - b. ***Request and review of additional documentation***
4. Fiscal Review¹
See section below on preparation for fiscal review

PREPARATION FOR INTERVIEW/DISCUSSION

¹ Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator is notified directly by the Fiscal Team, usually four weeks in advance of the scheduled annual performance-based oversight visit.

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In the weeks prior to the scheduled visit, your CSD administrator will provide school-specific guiding questions that focus on performance in one or more of the four assessment categories. The guiding questions and school's responses lead the discussion between the school's leadership team and CSD staff during the Morning Meeting need to

PREPARATION FOR DOCUMENT REVIEW

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above. The charter school has the option of using the existing Dropbox account for the oversight binders. If the charter school needs to update staff access, the charter school should email charterschools@lausd.net with the names and email addresses of staff that need to be added or removed from the Dropbox access. Charter school staff will then receive an email to accept the access. You will create folders labeled Binder 1, Binder 2, Binder 3 and Binder 3A to organize and submit the required documents. Please limit file names to less than 40 characters in length.

PREPARATION FOR BINDER (hard-copy or electronic)

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

- Binder 1: Governance Documentation
- Binder 2: Student Achievement and Educational Performance Documentation
- Binder 3: Organizational Management, Programs, and Operations Documentation
- Binder 3A: Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training requirements and Bloodborne Pathogen Training which must be generated in **hard copy**.

Please note: Some of the documentation is provided as part of the Quarterly submissions. Only include in the oversight binders if there are changes and/or updates to the documents.

PREPARATION FOR FISCAL OPERATIONS DOCUMENTATION

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted **electronically** to the Fiscal Team member assigned to your school **two weeks prior to the fiscal site visit**, which is usually a component of the annual oversight visit but may be scheduled for a different day.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Include all documentation applicable to the grade levels served by the school.

BINDER 1: GOVERNANCE DOCUMENTATION

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

- 1.1 **Organizational Chart**
 - Current and complete organizational chart (including Governing Board)

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- Organizational chart from current petition
- 1.2 **Bylaws** (Provide if changed after Q1 submission)
 - Current Governing Board bylaws
- 1.3 **Board Members** (Provide if changed after Q1 submission)
 - Current roster of Governing Board members with contact information along with evidence that Board contact information is accessible to school stakeholders
- 1.4 **Board Meeting Agendas and Minutes**
 - Board meeting agendas and minutes for all meetings held in the last 12 months
- 1.5 **Board Meeting Calendar** (Provide if changed after Q1 submission)
 - Calendar(s) of regular meetings of Governing Board
- 1.6 **Committee(s)/Council(s) Meeting Calendars and Agendas**
 - Calendar(s) and Agenda(s) of Committee(s)/Council(s) with sign-in sheets (titled and dated). Include agendas for School Site Council and for applicable schools, ELAC meetings, which should include all legally required topics
- 1.7 **Evaluation of School Leadership**
 - Evidence of a system of evaluation for chief executive officers and school administrator(s)
- 1.8 **Brown Act Training**
 - Documentation of Brown Act training for Governing Board members, including recent training for all new members
- 1.9 **Agenda Posting Procedures**
 - Documentation of the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas are on the school's website.)
- 1.10 **Parent-Student Handbook(s)**
 - Current and complete Parent-Student Handbook(s) (Provide if changed after Q1 submission)
- 1.11 **Uniform Complaint Procedures** (Provide if changed after Q1 submission)
 - Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements. Information regarding UCP policies and procedures is found at <https://www.cde.ca.gov/re/cp/uc/>.
NOTE: Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal or state laws. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school must review and be familiar with UCP requirements and guidance on the California Department of Education (CDE) website (<http://www.cde.ca.gov/re/cp/uc/>), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at lausd.net, in the *Offices* tab, at the *Educational Equity Compliance Office*.
- 1.12 **Stakeholder Complaint Procedure(s)**
 - Evidence of other stakeholder complaint resolution process for complaints outside regulatory scope of UCP, including the school's complaint form(s)
- 1.13 **Human Resources Policies and Procedures**
 - Evidence of policies and procedures specifically related to:
 - o Staff Due Process

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- ESSA Qualification, Credentialing, and Clearance Requirements
- 1.14 **Data-Based Decision-Making**
 - Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making
- 1.15 **Fiscal Management and Accountability**
 - Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget, and finances to ensure sound fiscal management

BINDER 2: STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. Prior to the oversight visit, analyze and be prepared to discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement.

- 2.1 **LAUSD Office of Data and Accountability Data Set** (provided to the school prior to the visit) and evidence of implementation of data analysis system
- 2.2 **For schools that are state-identified under the Every Student Succeeds Act (ESSA) as either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), please provide any and all plans and information provided to the state**
- 2.3 **ELPAC Criterion Report**
- 2.4 **Provide Reclassification Criteria (Provide if changed from Q1 submission of English Learner Master Plan) for all applicable grade levels**
- 2.5 **Provide Graduation Requirements**
- 2.6 **School Internal Assessment Data** (with analysis of results)
 - Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:
 - Internal Assessments: Internal periodic assessments in ELA and Math. Internal assessment data for grades K, 1, 2, 9 and 10, to include:
 - Internal assessment data process
 - Tool(s) employed to collect data
 - Frequency of collection and growth (from beginning, middle, and end of year)

NOTE: Data must include an analysis of schoolwide and disaggregated subgroups for ELA and Math.

NOTE: The Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP (SBAC).

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

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NOTE: For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings **will not impact** the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight, but will provide informational areas of focus. California School Dashboard Indicators may, however, figure into next year's 2020-2021 oversight ratings.

BINDER 3: ORGANIZATIONAL MANAGEMENT, PROGRAMS, & OPERATIONS DOCUMENTATION

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. **Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan.**

- 3.1 **School Safety and Operations** (School Safety Plan & Procedures)
 - a. **Visitor's Policy:** Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
 - b. **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps and includes Threat Assessment protocol. It should also include evidence of provisions and locations of onsite emergency supplies
 - c. **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
 - d. **Child Abuse Mandated Reporter Training:** Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters (Include employee training documentation in Binder 3A)
 - e. **Bloodborne Pathogens Training:** Documentation of Bloodborne Pathogens training for all staff (Include employee training documentation in Binder 3A)
 - f. **Suicide Prevention Policy** for schools serving students in grades 7-12: Inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
- 3.2 **Health and Safety**
 - a. **Current and appropriate Certificate(s) of Occupancy (COO)** or equivalent for all non-District sites on which the school operates (Provide if changed after Fall 2018 submission date)
 - b. **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school
NOTE: Do not provide individual student information
 - c. **Epi-Pen:** Documentation that the school maintains unexpired epinephrine auto-injectors ("epi-pens") onsite and has provided training to volunteer staff in the storage and use of the epi-pen
 - d. **Evidence of providing needy students with one adequate free or reduced priced meal each day per Assembly Bill (AB) 1871**

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- e. **Automated External Defibrillator (AED) evidence (only for schools who offer an interscholastic athletic program) per AB 2009**
- 3.3 **School Instructional Programs**
- a. **Standards-Based Instructional Program:** Evidence of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the English Language Development standards and the California Next Generation Science Standards. Evidence of staff professional development about Standards-Based Instructional Program (may provide in section 3.4b)
 - b. **Local Control and Accountability Plan (LCAP) and English Learner Master Plan or statement you are using the District English Learner Master Plan (Provide if changed after Q1 submission)**
 - c. **CAASPP (SBAC) Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
 - d. **WASC Accreditation Notification letter** (as applicable)
 - e. **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout) (as applicable)
 - f. **Advanced Placement** examination participating and passage
 - g. **A-G:** Completion of and progress toward A-G requirements
 - h. **College:** College Acceptance
 - i. **Transitional Kindergarten:** Evidence that the school has implemented TK (as applicable)
 - j. **Meeting the Needs of All Students:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
 - k. **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter. Evidence of staff professional development about Key Features of Educational Program (may provide in section 3.4b)
 - l. **(Schools Serving 9th graders):** Evidence of compliance with the Mathematics Placement Act
- 3.4 **School Management and Operations**
- a. **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including:
 - District Validation Review (DVR) - Documentation of the results of school's most recent (DVR)
 - Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
 - Welligent Reports - Copy of the school's most current/up-to-date "IEP200-Annual and Triannual IEP Report" and the "SER300 (printed the week of the oversight visit)
 - Professional Development- Evidence of staff professional development about Special Education (may provide in section 3.4b)

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- b. **Professional Development:** Evidence of the school’s professional development programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff (Can be provided here or in each section, as specified)
- c. **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District’s Discipline Foundation Policy <https://achieve.lausd.net/page/11924#spn-content>, including:
- Tiered Behavior Intervention - Evidence of the school’s tiered system of behavioral supports and interventions, such as SSPT
 - Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school
 - Schoolwide Positive Behavior Support System - Evidence of the school’s recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
 - Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
 - Professional Development - Evidence of staff professional development about School Climate and Student Discipline (may provide in section 3.4b)
 - Procedures for preventing bullying, including cyberbullying (on or before December 31, 2019)
- d. **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:
- Stakeholder Consultation - Evidence of stakeholder consultation regarding the school’s educational programs and its LCAP and related meeting agendas
 - Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
 - Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
 - Transferability of Course Credit/Courses – Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
 - Access to Approved Charter – Evidence that the school provides ready access to the school’s approved charter to all stakeholders
 - Documentation of complaint resolution process
 - Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) for grades 6-12 per AB 1104
- e. **Stakeholder Communication and Transparency:** Evidence that the school demonstrates informational transparency to stakeholders via documents

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available both manually and electronically (website preferred) in the following areas:

- UCP and General Complaint procedures
 - Title IX information in accordance with SB1375 (required on website)
 - AB 2246 Suicide Prevention applicable posting (Gr 7-12)
 - Applicable categories described in LAUSD Charter School Transparency Resolution (schools may provide evidence of other electronic means for this item, if means other than website are utilized)
 - Evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services per AB 2022
- f. **Staff Evaluation:** Evidence of a system of evaluation for faculty and other staff
NOTE: Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

BINDER 3A: DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

3A.1 **Certifications and Related School Information**

- a. **Certification (ESSA Grid):** The original signed document and one full-sized copy of the school's completed and signed "Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2019-2020" form (often informally referred to as the "ESSA Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.
NOTE: All school employees as well as all contracting entities/independent contractors ("vendors") providing school-site or student services must be included on the completed form.
NOTE: The completed certification document should be ready and available for CSD review no later than the **7th week after the first day of school**. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors
- b. **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- c. **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" and "college preparatory" in the school's approved charter
- d. **Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of binder 3A by last name of individual staff members or by contracting entity name. Provide this documentation (items 3A.2 and 3A.3 below) in the **same order as requested on the ESSA Grid**. i.e. *New Certificated Employees* collated by employee, followed by *Continuing Certificated Employees* collated by employee, followed by *New Non-Certificated*

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Employees collated by employee, and finally *Returning Non-Certificated Employees* collated by employee.

- 3A.2 **Certificated Employee Documentation**
 - a. **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment or in any capacity.
NOTE: Ensure all Social Security numbers recorded on these original forms are redacted
 - b. **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member as required by the CDE Administrators Assignment Manual
NOTE: Ensure credential printouts are legible and clearly show all authorizations
 - c. **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service (e.g., CBEST, Temporary County Certificate (TCC), Teaching Permit for Statutory Leave (TPSL) documentation for any employee with a one-year credential)
- 3A.3 **Non-Certificated Employee Documentation**
 - a. **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment or in any capacity.
NOTE: Ensure all Social Security numbers recorded on these original forms are redacted
- 3A.4 **Employee Child Abuse Training Documentation and Bloodborne Pathogen Training:** For all staff members include the supporting documentation of completion of the Child Abuse training within timelines specified in AB 1432 and the Bloodborne Pathogen Training.
- 3A.5 **Contracting Entities Documentation** (For each contracting entity/independent contractor (“vendor”))
 - a. **Clearances and Credentialing Certification:** Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
 - b. **Sole Proprietor Vendors:** Current documentation from charter certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for sole proprietors, and credentialing requirements for certificated vendor employees (AB 949 which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018)
NOTE: The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.
- 3A.6 **Volunteer Clearances Certification** (if applicable)
 - a. **Clearances Certification:** Documentation certifying that the school has conducted volunteer clearances in accordance with applicable law and policy,

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including criminal background clearances for all volunteers who perform school-site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification

NOTE: To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

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FISCAL OPERATIONS DOCUMENTATION

PLEASE NOTE: To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school three weeks prior to the fiscal site visit for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below. If an item listed below does not apply, please indicate “Not Applicable” or “N/A” when responding to the CSD’s Fiscal Team member assigned to your school. Also, if an item listed below requires you to prepare something that exceeds what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

- 1 **Most current** fiscal reports presented to the charter school’s governing board (provide reports presented at one of the meetings held in 2019-2020, and in Microsoft Excel unprotected format, with formulas)
 - a. Balance Sheet: At a minimum, include the categories of assets, liabilities, and net assets used in the audited financials
 - b. Income Statement (Statement of Activities): At a minimum, include the categories of revenue and expenses used in the audited financials
 - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same categories referenced in the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above fiscal reports were presented to and approved by the charter school’s governing board
- 3 Minutes of the meeting when the 2019-2020 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion of the most current independent audit report
- 7 Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD

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- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any
- 9 Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2018-2019 school year)
- 10 A copy of the most current fiscal policies and procedures
 - a. If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties
- 11 Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures
- 12 A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures
- 13 Please provide an itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school
- 14 A description of the relationship between the charter school and any related party², and the business purpose of the related party
- 15 Copies of all signed and executed contracts (including attachments and exhibits) with related parties, including contracts with the charter school's operator and/or the charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.).
 - a. If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
 - i. The percentage and/or rate of the fees;
 - ii. The basis used to calculate the total fees;

² **Related parties** may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

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- iii. The terms of the services provided; and
 - iv. A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees
- 16 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees
- 17 If the charter school has a sole statutory member, please provide the following:
 - a. A copy of the sole statutory member’s by-laws
 - b. A copy of the sole statutory member’s articles of incorporation
- 18 Check registers documenting all checks and electronic debit transactions for the prior 12 months, in Microsoft Excel format (consolidated into one worksheet, including descriptions of each transaction).
- 19 All credit card statements for the prior six months, and the following:
 - a. A list of all credit cards in Microsoft Excel format that includes the last four digits of each credit card number, the legal name of each credit card holder, and the job title of each credit card holder
- 20 Monthly bank statements and reconciliations for the prior six months, and the following:
 - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
 - b. The bank statements are from the financial institution(s) referenced above and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and canceled checks
 - c. The bank reconciliations must reflect the reviews, approvals, and the approval dates, consistent with the charter school’s fiscal policies and procedures
 - d. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of each debit card number, the legal name of each debit card holder, and the job title of each debit card holder
- 21 Student body financial records (including Associated Student Body policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable)
- 22 Equipment inventory listing (including asset tag numbers, purchase dates, purchase prices, book values, asset life, location of assets, etc.)
- 23 A link to the charter school’s website where the Education Protection Account (EPA) allocation and expenditures are posted
- 24 As required by LAUSD’s Charter School Transparency Resolution, links to the charter school’s website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted

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- 25 If applicable, pertinent information and documentation, including but not limited to, all signed and executed agreements, and the minutes of the meetings reflecting the reviews and approvals of said agreements, related to the following:
 - a. Factoring of receivables;
 - b. Loan(s) or line(s) of credit with any third party lender(s);
Intercompany transfer(s) and/or intercompany loan(s) (e.g., any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year); and
 - c. The charter school’s plan(s) for the purchases of new school sites, facilities-related expansions, and/or major improvements to the existing and/or new school site

- 26 Compliance with AB 1871
 - a. The charter school is to provide a written statement signed by the board president or the chief administrator affirming that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (except as provided for a charter school that offers nonclassroom-based instruction)

- 27 Disclosure of Legal Issues

NOTE: Any reference to “Charter School” shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the “charter school.” Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation, or other organization that participates in the management or operation of the “charter school.”

NOTE: Disclosures should include civil or criminal cases filed in State or Federal courts; civil or criminal investigations by local, State, or Federal law enforcement authorities; and, enforcement proceedings or investigations by local, State, or Federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

 - Disclose material information relating to any legal or regulatory proceedings or investigations in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
 - Disclose any civil, criminal, or regulatory actions in which the Charter School, or any current board members, senior officers, senior management personnel, or employee, has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
 - If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.

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- 28 Any other Fiscal reports [e.g., reports pertaining to grants or bonds, independent audit reports, audit reports by any public agency, and either the most current actuarial report or Accounting Standards Codification 715 report pertaining to Other Post-Employment Benefits (OPEB), etc.], and the school's governing board minutes of all meetings reflecting the discussions of any of the fiscal reports referenced above

NOTE: If you have any questions regarding your preparation of documents for our review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2019-2020 SCHOOL YEAR

FOR

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

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

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

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



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CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	Choose a rating
<u>Areas of Demonstrated Strength and/or Progress</u>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<u>Corrective Action Required</u>	
Notes:	

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input type="checkbox"/> Organizational chart (B1.1) <input type="checkbox"/> Bylaws (B1.2) <input type="checkbox"/> Board member roster (B1.3) <input type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input type="checkbox"/> Board meeting agendas (B1.4) <input type="checkbox"/> Board meeting calendar (B1.5) <input type="checkbox"/> Brown Act training documentation (B1.8) <input type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)

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



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A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

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

- English Learner reclassification rate for 2018-2019 (CDE)



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Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (within “Notes” section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> Four-Year Adjusted Cohort Graduation Rate (CDE) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:</i>	
<ul style="list-style-type: none"> The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates 	



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NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input type="checkbox"/> No assessment of performance for this indicator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Choose an item.

Change Level: Choose an item.

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Choose an item.

Change Level: Choose an item.

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Choose an item.

Change Level: Choose an item.

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Choose an item.

Change Level: Choose an item.

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Choose an item.

Change Level: Choose an item.

A15: GRADUATION RATE

Performance Level Color: Choose an item.

Change Level: Choose an item.

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Choose an item.

Change Level: Choose an item.



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NOTES:

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



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01: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Site/classroom observation <input type="checkbox"/> Visitor’s Policy (B3.1a) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)



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- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
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SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

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Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input type="checkbox"/> Evidence of data monitoring (B3.4c) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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SCHOOL NAME: Click here to enter text.

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Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020 	
Rubric	Sources of Evidence



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SCHOOL NAME: Click here to enter text.

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Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Parent-Student Handbook (B1.10) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution



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• Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
 **required on website

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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

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

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

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



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Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 form (“ESSA Grid”)</i> (B3A.1a) <input type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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[INSERT FISCAL TABLE]



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of <i>insert rating score, insert rating name.</i></p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	<p>Choose a rating</p>
<p>Areas of Demonstrated Strength and/or Progress:</p>	
<p>Areas Noted for Further Growth and/or Improvement:</p>	
<p>Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).</p>	
<p>Corrective Action Required:</p>	



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Notes:

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



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Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school's budget. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: Click here to enter a date.

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

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

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



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS

2019-2020 CALENDAR OF SIGNIFICANT DEADLINES

[Subject to change as needs arise]

FRIDAY, JULY 5, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> Charter School Contact Information 	Dropbox
<ul style="list-style-type: none"> Instructional Calendar for the 2019-20 year 	Attendance & Enrollment Section E-mail to: betty.chong@lausd.net or james.phan@lausd.net
<ul style="list-style-type: none"> Local Control and Accountability Plan (LCAP) 2019-20 (Must include agenda, board minutes and agenda approving the minutes) 	Dropbox

FRIDAY, JULY 19, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> •PENSEC Newly operational Independent charter schools that begin instruction from July 1, 2018 through September 30, 2018, and continuing charter schools that added one or more grade levels in 2019-20 	Charter Schools Division 333 South Beaudry Ave., 20 th Floor Los Angeles, CA 90017 Attention: Portia Ilagan

MONDAY, AUGUST 19, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> 2018-19 Unaudited Actuals 	Revenue Accounting 333 S. Beaudry Ave., 26 th Floor Email and deliver to: florencia.delacruz@lausd.net

FRIDAY, SEPTEMBER 27, 2019

Item	Submit Via:
<ul style="list-style-type: none"> General Application for Charter Schools 	Complete form online at LACOE website. Return completed form via e-mail to: sfs_bcsu@lacoedu LACOE Division of School Financial Serv. Attn: Business Charter Schools Unit 9300 Imperial Highway, Cubicle 2137 Downey, California 90242 Click Here to obtain form
<ul style="list-style-type: none"> E-Car 	Click Here for information
<ul style="list-style-type: none"> NORM: Enrollment counts as of September 20 (form and instructions to be provided by Attendance & Enrollment Section) 	Attendance & Enrollment Section E-mail to: betty.chong@lausd.net or james.phan@lausd.net

FRIDAY, OCTOBER 4, 2019

Item	Submit Via:
<ul style="list-style-type: none"> AB 699 Policy (Immigration) 	Dropbox
<ul style="list-style-type: none"> Certificate of Occupancy (Charters with Private Sites Only) 	Dropbox
<ul style="list-style-type: none"> Compliance Monitoring Administrator Certification 	Dropbox
<ul style="list-style-type: none"> EL Master Plan Certification with EL Master Plan 	Dropbox
<ul style="list-style-type: none"> ESSA Grid 	Dropbox
<ul style="list-style-type: none"> Governing Board Bylaws 	Dropbox
<ul style="list-style-type: none"> Governing Board Meeting Calendar 2019-20 	Dropbox
<ul style="list-style-type: none"> Governing Board Member Contact Information 	Dropbox
<ul style="list-style-type: none"> Parent/Student Handbook 	Dropbox
<ul style="list-style-type: none"> School Safety Plan 	Dropbox

FRIDAY, OCTOBER 4, 2019

Item	Submit Via:
<ul style="list-style-type: none"> Suicide Prevention (AB 2246) 	Dropbox
<ul style="list-style-type: none"> Uniform Complaint Procedures (UCP) 	Dropbox

TUESDAY, OCTOBER 8, 2019 (Tentative)

Item	Submit Via:
<ul style="list-style-type: none"> 20-Day Attendance Report Newly operational Independent charter schools that begin instruction from July 1, 2019 through September 30, 2019, and continuing charter schools that added one or more grade levels in 2019-20 	Charter Schools Division 333 South Beaudry Ave., 20 th Floor Los Angeles, CA 90017 Attention: Portia Ilagan

FRIDAY, OCTOBER 25, 2019

Item	Submit Via:
<ul style="list-style-type: none"> TDap 3 days and 30 Days Certification from school's starting date 	Dropbox and also submit electronic certification by November 1 to: <u>California Department of Public Health, Immunization Branch</u> (Click to Open Link)

FRIDAY, NOVEMBER 1, 2019

Item	Submit Via:
<ul style="list-style-type: none"> 2020-21 Proposition 39 Facilities Request 	<u>Click Here to apply</u>

MONDAY, NOVEMBER 25, 2019

Item	Submit Via:
<ul style="list-style-type: none"> 2019-20 First Period Interim Financial Report (Actuals as of 10/31/19 & Estimated Actuals as of 06/30/20) 	Revenue Accounting 333 S. Beaudry Ave., 26 th Floor Email and deliver to: <u>florencia.delacruz@lausd.net</u>
<ul style="list-style-type: none"> P1 Attendance report (refer to the school's Calendar of Reports issued by Attendance & Enrollment Section) 	Attendance & Enrollment Section E-mail to: <u>betty.chong@lausd.net</u> or <u>james.phan@lausd.net</u>

FRIDAY, DECEMBER 13, 2019

Item	Submit Via:
<ul style="list-style-type: none"> FY 2018-19 Audited Financial Statements Must include all the reports components listed in the K-12 Audit Guide (Article 2 Audit Reports: Section 19815 Report Components) <p>*Schedule to reconcile the unaudited actuals with audited Financial Statements</p>	Revenue Accounting Branch Revenue Accounting Email: florencia.delacruz@lausd.net Charter Schools Unit Beaudry, 26 th Floor Send copy Charter Schools Division portia.ilagan@lausd.net or irene.fernandez@lausd.net

FRIDAY, JANUARY 10, 2020

Item	Submit Via:
<ul style="list-style-type: none"> 2020-2021 Lottery Form 	Dropbox
<ul style="list-style-type: none"> Compliance Monitoring Board Certification (Must include agenda, board minutes and agenda approving the minutes) 	Dropbox
<ul style="list-style-type: none"> Ethics Charter Liaison Contact Information 	Dropbox
<ul style="list-style-type: none"> Assurance Certification from July 2019 to December 2019 (Only for charters employees who receive compensation from federal or state categorical programs) 	Dropbox

MONDAY, MARCH 2, 2020

Item	Submit Via:
<ul style="list-style-type: none"> 2019-20 Second Period Interim Financial Report (Actuals as of 01/31/20 & Estimated Actuals as of 06/30/20) 	Revenue Accounting 333 S. Beaudry Ave., 26 th Floor Email and deliver to: florencia.delacruz@lausd.net

WEDNESDAY, APRIL 1, 2020

Item	Submit Via:
<ul style="list-style-type: none"> 700 Forms Original Forms with wet signature must be delivered or mail. 	Charter Schools Division 333 S. Beaudry Ave., 20 th Floor Los Angeles, CA 90017 Attn: Mayra D. Hernandez

MONDAY, JUNE 17, 2020	
Item	Submit Via:
<ul style="list-style-type: none"> 2019-20 Preliminary Budget 	Charter Schools Division 333 S. Beaudry Ave., 20th Floor Los Angeles, CA 90017 Attn: Portia Ilagan
<ul style="list-style-type: none"> Annual Attendance report (refer to the school's Calendar of Reports issued by Attendance & Enrollment Section) 	Attendance & Enrollment Section E-mail to: betty.chong@lausd.net or james.phan@lausd.net

The following reports are due in a monthly basis:

Item	Submit Via:
<ul style="list-style-type: none"> Monthly classification report (refer to the school's Calendar of Reports issued by Attendance & Enrollment Section) 	Attendance & Enrollment Section E-mail to: betty.chong@lausd.net or james.phan@lausd.net
<ul style="list-style-type: none"> Monthly statistical report (refer to the school's Calendar of Reports issued by Attendance & Enrollment Section) 	Attendance & Enrollment Section Email to: betty.chong@lausd.net
<ul style="list-style-type: none"> New Welligent Student Transfers 	In order to see new incoming students' IEPs, inactive IEPs and Section 504 Plans, you must submit a request to have your new students transferred in Welligent.
<ul style="list-style-type: none"> Notification of Student withdraws (if applicable) 	Google Doc Click Here
<ul style="list-style-type: none"> Request to Change School Contact Information (as necessary) 	Charter Schools Division Send via e-mail to: charterschools@lausd.net
<ul style="list-style-type: none"> Suspensions and Expulsions Monthly Report 	Report to the State Reporting Services Branch, via electronic link http://ezaccess.lausd.net <i>If you don't have an account, please go to http://ezaccess.lausd.net to apply.</i> If you need additional information, please contact Tony at 213-241-2416.

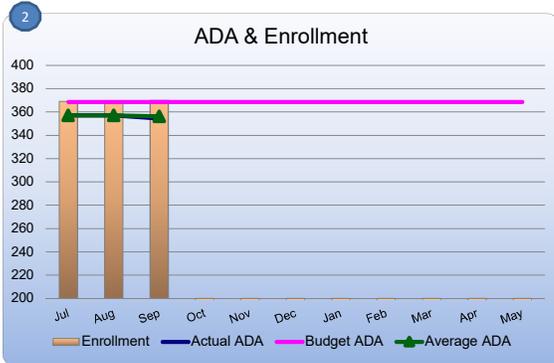
Coversheet

September 2019 YPICS Financials

Section: V. Items Scheduled For Action
Item: A. September 2019 YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 19-20 Board Financial Packet 19-09.pdf

1 Key Performance Indicators

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



KEY POINTS

- ADA through month 3 was 356.24 with ending enrollment of 370 students. Future months forecast assumes enrollment at 371 students with ADA of 96%
- Revenue is below budget by \$96K mainly due to lower than budgeted enrollment
- Expenses are lower than budget by \$118K mainly due savings in salaries and depreciation costs
- Overall, net income is \$22K which is \$22K above budget.
- Cash on hand at June 30th is \$1.6M which represents 22.4% of total expense. Due from to BCHS is \$57K at June 30th.

3 Average Daily Attendance Analysis

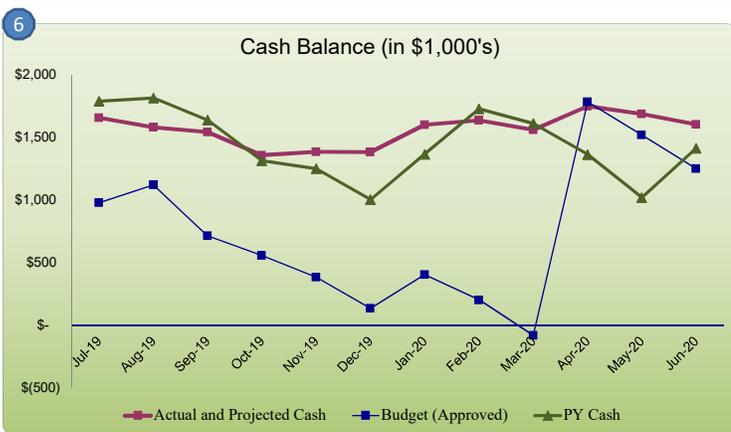
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	370	371	382	(11)	371	375
ADA %	96.5%	96.0%	97.0%	-1.0%	96.5%	96.5%
Average ADA	356.24	357.46	368.63	(11.17)	357.91	365.43

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	80.9%	80.9%	0.0%	80.8%
3-Year Average %	82.8%	82.8%	0.0%	84.7%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	83.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 09/30/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	3,713,481	3,829,337	(115,856)	3,718,178	(4,697)	471,620	454,198	17,422	3,710,179	3,347,669
Federal Revenue	3,001,994	3,026,934	(24,940)	3,004,753	(2,759)	357,444	18,850	338,593	3,312,201	4,064,308
State Revenue	444,957	442,189	2,768	418,194	26,763	-	-	0	761,842	714,743
Other Local Revenue	272,841	276,942	(4,101)	272,754	88	56,968	55,915	1,053	307,896	399,279
Grants/Fundraising	56,000	10,000	46,000	20,500	35,500	26,000	-	26,000	12,301	7,552
TOTAL REVENUE	7,489,273	7,585,402	(96,129)	7,434,378	54,894	912,032	528,964	383,068	8,104,418	8,533,552
<i>Total per ADA</i>	20,951	20,577	374	20,798	154				22,178	23,926
<i>w/o Grants/Fundraising</i>	20,795	20,550	245	20,740	54				22,144	23,904
Certificated Salaries	1,215,798	1,314,092	98,295	1,236,364	20,567	273,166	268,239	(4,928)	1,156,495	1,168,474
Classified Salaries	830,193	789,648	(40,546)	810,282	(19,911)	194,828	173,552	(21,276)	843,782	719,824
Benefits	627,519	620,232	(7,286)	600,008	(27,511)	141,400	145,719	4,319	591,941	666,768
Student Supplies	741,465	743,145	1,681	717,574	(23,891)	88,620	236,291	147,672	703,993	679,070
Operating Expenses	3,771,087	3,782,949	11,861	3,762,472	(8,615)	818,553	950,351	131,798	4,399,157	4,967,720
Other	281,207	334,979	53,772	295,089	13,881	70,588	84,185	13,597	261,064	252,509
TOTAL EXPENSES	7,467,269	7,585,045	117,777	7,421,788	(45,480)	1,587,156	1,858,338	271,181	7,956,432	8,454,364
<i>Total per ADA</i>	20,890	20,576	(313)	20,763	127				21,773	23,704
INCOME / (LOSS)	22,004	356	21,648	12,590	9,414	(675,124)	(1,329,374)	654,250	147,987	79,188



Year-End Cash Balance

Projected	Budget	Variance
1,607,909	1,253,984	353,925

7 Balance Sheet

	6/30/2019	8/31/2019	9/30/2019	6/30/2020 FC
Assets				
Cash, Operating	1,417,586	1,583,744	1,546,475	1,607,909
Cash, Restricted	0	0	0	0
Accounts Receivable	818,812	272,529	272,037	1,251,787
Due From Others	285,782	2,984	6,822	56,822
Other Assets	403,369	66,408	22,629	22,629
Net Fixed Assets	798,368	762,349	662,864	452,245
Total Assets	3,723,917	2,688,014	2,510,826	3,391,392
Liabilities				
A/P & Payroll	185,004	12,339	5,298	192,355
Due to Others	34,341	43,915	45,480	41,860
Deferred Revenue	338,032	0	0	0
Total Debt	31,367	0	0	0
Total Liabilities	588,744	56,254	50,777	234,215
Equity				
Beginning Fund Bal.	2,987,188	3,135,174	3,135,174	3,135,174
Net Income/(Loss)	147,987	(503,413)	(675,124)	22,004
Total Equity	3,135,174	2,631,761	2,460,050	3,157,178
Total Liabilities & Equity	3,723,918	2,688,015	2,510,827	3,391,393

Available Line of Credit				
Days Cash on Hand	67	81	78	82
Cash Reserve %	18.4%	22.2%	21.5%	22.4%





BERT CORONA CHARTER SCHOOL

Financial Analysis

September 2019

Net Income

Bert Corona Charter School is projected to achieve a net income of \$22K in FY19-20 compared to \$356 in the board approved budget. Reasons for this positive \$22K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2019, the school's cash balance was \$1.55M. By June 30, 2020, the school's cash balance is projected to be \$1.61M, which represents a 22% reserve.

As of September 30, 2019, the Accounts Receivable balance was \$272K, down from \$273K in the previous month, due to the receipt of revenue earned in FY18-19.

As of September 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$5K, compared to \$12K in the prior month.

As of September 30, 2019, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY19-20 is projected to be \$7.49M, which is \$96K or 1.3% under budgeted revenue of \$7.59M.

LCFF Revenue is projected to be lower than budget by \$116K due to lower enrollment.

Grant Revenue is higher than budget by \$26K due to receipt of an additional CASA grant

Expenses

Total expenses for FY19-20 are projected to be \$7.47M, which is \$118K or 1.6% under budgeted expenditures of \$7.59M.

Depreciation Expense is projected to be lower than budget by \$59K

ADA

Budgeted average ADA for FY19-20 is 368.63 based on an enrollment of 382 and a 97.0% attendance rate.

The forecast assumes an ADA of 357.46 based on an enrollment of 371 and a 96.0% attendance rate.

In Month 3, ADA was 354.41 with 370 students enrolled at the end of the month and a 95.5% ADA rate.

Average ADA for the year (through Month 3) is 356.24 (a 96.5% ADA rate for the year to date).

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

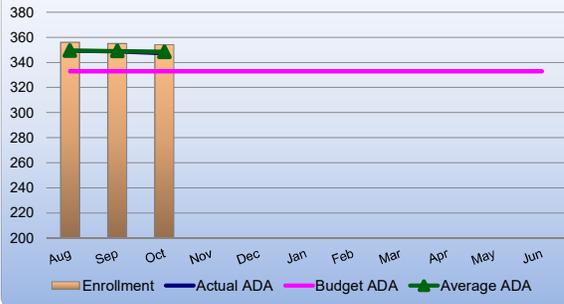


This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

ADA through month 3 was 348.42 with ending enrollment of 354 students. Future months forecast assumes enrollment at 354 students with ADA of 96.5%

Revenue is above budget by \$166K mainly due to higher than budgeted enrollment

Expenses are higher than budget by \$100K

Overall, net loss is \$581K which is \$66K above budget. New Building Depreciation cost is \$728K. Net Operating Income without new building depreciation is \$146K

Cash on hand at June 30th is \$2.4M which represents 52.9% of total expense.

3 Average Daily Attendance Analysis

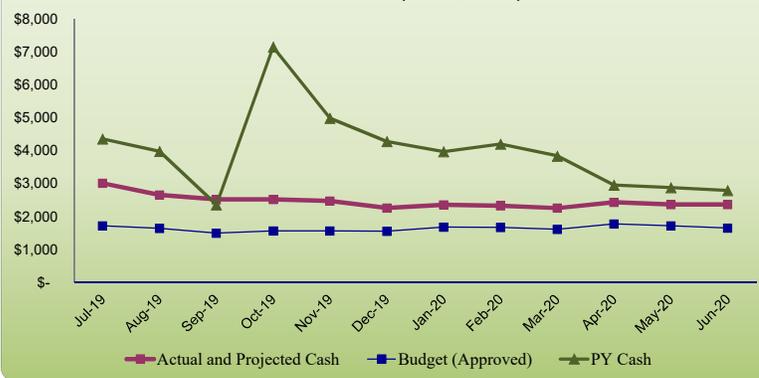
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	354	354	345	9	357	340
ADA %	98.1%	97.2%	96.5%	0.7%	96.6%	97.0%
Average ADA	348.42	344.40	332.93	11.47	345.01	329.13

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.9%	95.8%	-0.2%	95.9%
3-Year Average %	96.3%	96.2%	-0.1%	96.1%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	83.0%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 09/30/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	3,693,181	3,568,158	125,024	3,699,465	(6,284)	431,677	419,864	11,813	3,409,039	3,123,973
Federal Revenue	565,179	537,316	27,863	558,088	7,091	17,484	16,978	506	554,092	552,291
State Revenue	202,121	197,471	4,650	201,795	326	-	-	0	6,982,364	12,294,372
Other Local Revenue	234,581	225,933	8,648	235,092	(511)	50,859	50,361	498	260,909	318,784
Grants/Fundraising	10,000	10,000	0	10,000	0	1,000	-	1,000	17,250	34,250
TOTAL REVENUE	4,705,062	4,538,877	166,185	4,704,439	623	501,020	487,203	13,816	11,223,654	16,323,670
Total per ADA	13,662	13,633	29	13,660	2				34,101	49,839
w/o Grants/Fundraising	13,633	13,603	29	13,631	2				34,049	49,734
Certificated Salaries	1,220,638	1,187,825	(32,813)	1,224,517	3,879	243,519	246,015	2,496	1,191,556	1,030,222
Classified Salaries	565,679	486,959	(78,720)	573,938	8,259	115,871	106,004	(9,867)	439,467	518,009
Benefits	553,321	561,466	8,145	581,150	27,828	120,102	133,151	13,049	534,898	567,560
Student Supplies	532,362	512,039	(20,323)	523,297	(9,065)	56,785	133,127	76,342	1,292,297	423,984
Operating Expenses	1,521,947	1,451,004	(70,942)	1,513,672	(8,275)	220,100	366,806	146,706	1,426,232	1,334,467
Other	892,659	987,016	94,357	876,887	(15,772)	210,639	230,081	19,442	407,190	42,372
TOTAL EXPENSES	5,286,606	5,186,309	(100,297)	5,293,460	6,854	967,017	1,215,185	248,168	5,291,639	3,916,613
Total per ADA	15,350	15,578	228	15,370	(20)				16,078	11,958
INCOME / (LOSS)	(581,544)	(647,432)	65,888	(589,021)	7,477	(465,997)	(727,981)	261,984	5,932,015	12,407,057

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



Projected	Budget	Variance
2,363,031	1,651,077	711,955

7 Balance Sheet

Balance Sheet	6/30/2019	8/31/2019	9/30/2019	6/30/2020 FC
Assets				
Cash, Operating	2,436,105	2,512,851	2,371,082	2,363,031
Cash, Restricted	352,326	146,477	144,908	0
Accounts Receivable	536,018	37,153	36,589	604,786
Due From Others	2,698	2,546	2,000	2,000
Other Assets	23,009	24,900	26,579	26,579
Net Fixed Assets	28,913,251	28,778,896	28,787,973	28,318,018
Total Assets	32,263,408	31,502,822	31,369,131	31,314,414
Liabilities				
A/P & Payroll	644,553	226,833	227,408	361,586
Due to Others	341,905	353,333	353,175	362,366
Deferred Revenue	150,214	150,214	150,214	150,214
Total Debt	7,844,033	7,821,628	7,821,628	7,739,088
Total Liabilities	8,980,704	8,552,007	8,552,424	8,613,254
Equity				
Beginning Fund Bal.	17,350,689	23,282,704	23,282,704	23,282,704
Net Income/(Loss)	5,932,015	(331,890)	(465,997)	(581,544)
Total Equity	23,282,704	22,950,814	22,816,707	22,701,160
Total Liabilities & Equity	32,263,408	31,502,822	31,369,131	31,314,414
Available Line of Credit				
Days Cash on Hand	182	204	194	193
Cash Reserve %	49.9%	56.0%	53.1%	52.9%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

September 2019

Net Income

Monseñor Oscar Romero Charter School is projected to achieve a net loss of -\$582K in FY19-20 compared to -\$647K in the board approved budget. Reasons for this positive \$66K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2019, the school's cash balance was \$2.37M. By June 30, 2020, the school's cash balance is projected to be \$2.36M, which represents a 53% reserve.

As of September 30, 2019, the Accounts Receivable balance was \$37K, down from \$37K in the previous month, due to the receipt of revenue earned in FY18-19.

As of September 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$227K, compared to \$227K in the prior month.

As of September 30, 2019, MORCS had a debt balance of \$7.82M compared to \$7.82M in the prior month. An additional \$83K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY19-20 is projected to be \$4.71M, which is \$166K or 3.7% over budgeted revenue of \$4.54M.

LCFF Revenue is projected to be higher than budget by \$125K due to higher than budgeted enrollment.

Expenses

Total expenses for FY19-20 are projected to be \$5.29M, which is \$100K or 1.9% over budgeted expenditures of \$5.19M.

Classified Salaries are forecasted to be \$78K above budget

Health Insurance Costs are forecasted to be \$39K below budget

Depreciation costs are projected to be lower than budget by \$98K.

ADA

Budgeted average ADA for FY19-20 is 332.93 based on an enrollment of 345 and a 96.5% attendance rate.

The forecast assumes an ADA of 344.40 based on an enrollment of 354 and a 97.2% attendance rate.

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



In Month 3, ADA was 347.21 with 354 students enrolled at the end of the month and a 98.1% ADA rate.

Average ADA for the year (through Month 3) is 348.42 (a 98.1% ADA rate for the year to date).

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

- 1 Key Performance Indicators**
- ADA vs. Budget ● Cash on Hand ●
 - Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

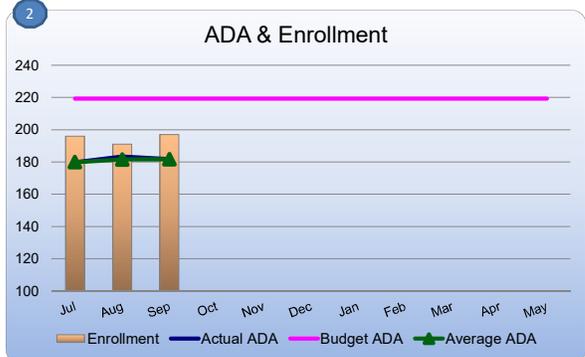
ADA through month 3 was 181.61 with ending enrollment of 197 students, 36 less than budgeted. Future months forecast assumes enrollment at 196 students with ADA of 95%

Revenue is below budget by \$452K mainly due to lower than budgeted enrollment

Expenses are lower than budget by \$458K mainly due to savings in salaries and other costs

Overall, net income is \$16K which is \$6K above budget.

Cash on hand at June 30th is \$176K which represents 6.6% of total expense. Due to BCCS is \$57K at June 30th.



3 Average Daily Attendance Analysis

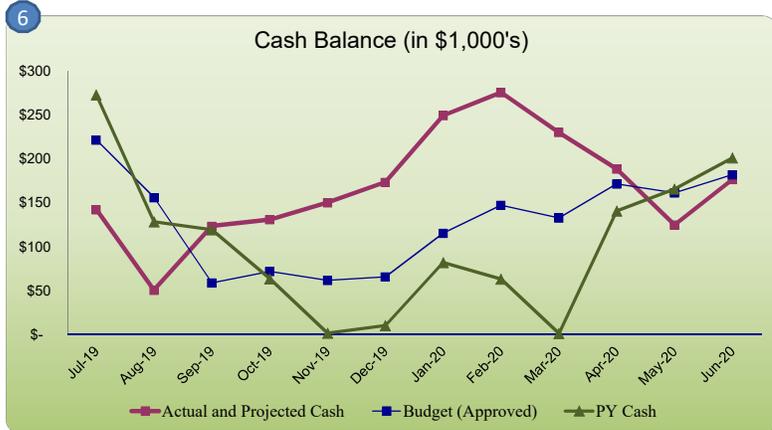
Category	Actual through Month 3	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	197	196	232	(36)	196	222
ADA %	94.6%	95.0%	95.0%	0.0%	94.2%	94.0%
Average ADA	181.61	184.08	219.24	(35.16)	184.65	222.93

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	81.0%	90.3%	9.3%	81.1%
3-Year Average %	82.0%	84.9%	2.9%	83.2%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	84.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 09/30/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	2,324,501	2,726,183	(401,682)	2,331,699	(7,198)	321,572	351,440	(29,868)	2,716,059	2,211,079
Federal Revenue	224,838	254,104	(29,266)	221,027	3,811	8,198	11,500	(3,301)	235,881	229,785
State Revenue	56,659	62,785	(6,126)	56,013	645	-	-	0	299,784	77,294
Other Local Revenue	144,643	164,025	(19,382)	144,934	(291)	24,146	34,111	(9,965)	203,095	173,965
Grants/Fundraising	16,793	12,000	4,793	15,818	976	5,479	5,137	343	40,547	22,166
TOTAL REVENUE	2,767,434	3,219,097	(451,663)	2,769,491	(2,057)	359,396	402,187	(42,791)	3,495,366	2,714,289
Total per ADA	15,034	14,883	351	15,045	(11)				15,679	13,958
w/o Grants/Fundraising	14,943	14,628	314	14,959	(16)				15,497	13,844
Certificated Salaries	908,531	1,179,167	270,636	945,016	36,485	192,224	231,761	39,536	1,094,402	820,842
Classified Salaries	297,418	272,980	(24,437)	299,116	1,698	69,751	64,634	(5,117)	408,964	321,007
Benefits	426,293	493,615	67,321	421,328	(4,965)	98,209	113,832	15,623	530,086	462,142
Student Supplies	191,491	281,755	90,264	184,089	(7,401)	32,807	80,914	48,107	324,559	300,657
Operating Expenses	865,169	922,649	57,480	853,285	(11,884)	128,754	233,596	104,842	1,020,213	737,046
Other	62,576	59,201	(3,375)	62,099	(477)	15,572	14,800	(772)	30,819	23,527
TOTAL EXPENSES	2,751,478	3,209,367	457,889	2,764,932	13,454	537,319	739,536	202,218	3,409,043	2,665,222
Total per ADA	14,947	14,639	(309)	15,020	(73)				15,292	13,706
INCOME / (LOSS)	15,956	9,730	6,226	4,558	11,398	(177,923)	(337,349)	159,427	86,323	49,067



Year-End Cash Balance

Projected	Budget	Variance
176,261	181,839	(5,578)

7 Balance Sheet

Balance Sheet	6/30/2019	8/31/2019	9/30/2019	6/30/2020 FC
Assets				
Cash, Operating	201,140	50,462	123,344	176,261
Cash, Restricted	0	0	0	0
Accounts Receivable	430,541	46,900	17,559	291,617
Due From Others	0	0	0	0
Other Assets	7,877	18,518	11,712	11,712
Net Fixed Assets	221,535	211,186	208,828	161,824
Total Assets	861,093	327,066	361,442	641,413
Liabilities				
A/P & Payroll	92,330	56,490	56,889	141,118
Due to Others	286,361	(1,088)	74	51,945
Deferred Revenue	0	0	0	0
Total Debt	50,008	50,008	50,008	(0)
Total Liabilities	428,699	105,409	106,971	193,063
Equity				
Beginning Fund Bal.	346,071	432,394	432,394	432,394
Net Income/(Loss)	86,323	(210,737)	(177,923)	15,956
Total Equity	432,394	221,657	254,471	448,350
Total Liabilities & Equity	861,093	327,066	361,442	641,413

Available Line of Credit				
Days Cash on Hand	22	7	17	24
Cash Reserve %	6.0%	1.9%	4.6%	6.6%





Bert Corona Charter High School Financial Analysis September 2019

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$16K in FY19-20 compared to \$10K in the board approved budget. Reasons for this positive \$6K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of September 30, 2019, the school's cash balance was \$123K. By June 30, 2020, the school's cash balance is projected to be \$176K, which represents a 7% reserve.

As of September 30, 2019, the Accounts Receivable balance was \$18K, down from \$47K in the previous month, due to the receipt of revenue earned in FY18-19.

As of September 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$57K, compared to \$57K in the prior month.

As of September 30, 2019, BCHS had a Revolving Loan balance of \$50K compared to \$50K in the prior month. An additional \$50K will be paid this fiscal year. Due to BCCS will be \$57K at 06/30/20.

Income Statement

Revenue

Total revenue for FY19-20 is projected to be \$2.77M, which is \$452K or 14.0% under budgeted revenue of \$3.22M.

Local Control Funding Formula - State Aid, is projected to be under budget by \$402K due to lower projected ADA.

Object 8220 – Child Nutrition (Federal) is projected to be lower than budget by \$4K due to lower enrollment.

Object 8291 – Title I Revenue is projected to be lower than budget by \$18K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is projected to be lower than budget by \$6K due to lower enrollment.

Expenses

Total expenses for FY19-20 are projected to be \$2.75M, which is \$458K or 14.3% under budgeted expenditures of \$3.21M.

Certificated Salaries, are projected to be under budget by \$271K.

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



Classified Salaries, are projected to be over budget by \$24K.

STRS expenses, are projected to be under budget by \$42K, due to lower Certificated salaries.

H&W Expenses is projected to be below budget by \$27K.

Student Materials expense is projected to be under budget by \$17K

Other Supplies expense is projected to be under budget by \$20K

Non-Capital expense is projected to be under budget by \$12K

Food and Food supplies is projected to be under budget by \$29K due to lower enrolment.

Intra Agency Cost expense is projected to be under budget by \$58K due to lower enrollment.

ADA

Budgeted average ADA for FY19-20 is 219.24 based on an enrollment of 232 and a 95.0% attendance rate.

The forecast assumes an ADA of 184.08 based on an enrollment of 196 and a 95.0% attendance rate.

In Month 3, ADA was 181.84 with 197 students enrolled at the end of the month and a 92.3% ADA rate.

Average ADA for the year (through Month 3) is 181.61 (a 94.6% ADA rate for the year to date).

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

**YPI Charter Schools
Check Register
From 09/01/19 to 09/30/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
7 LAYER IT SOLUTIONS, INC.	307446	9/4/2019	04/05/19 - 04/04/20 - BARRACUDA WEB SECURITY - TOTAL PROTECT	11,666.00
7 LAYER IT SOLUTIONS, INC.	307446	9/4/2019	04/05/20 - 04/04/21 - BARRACUDA WEB SECURITY - TOTAL PROTECT	11,666.00
7 LAYER IT SOLUTIONS, INC.	307446	9/4/2019	04/05/21 - 04/04/22 - BARRACUDA WEB SECURITY - TOTAL PROTECT	11,666.00
A NOISE WITHIN	307469	9/19/2019	(80) ADMISSION - A NOISE WITHIN	1,450.00
ASHLEY DAY	307464	9/9/2019	08/25 - 09/08/19 - PAYROLL - ASHLEY DAY	167.92
BROOKS TRANSPORTATION INC	307470	9/19/2019	GU - 09/05/19 - BUS - HS TO A NOISE WITHIN - ROUND TRIP	935.00
BROOKS TRANSPORTATION INC	307471	9/19/2019	GU - SYLMAR BIOTECH TO UC IRVINE - ROUND TRIP	585.00
DIRECTED	307447	9/4/2019	08/05 - 08/08/19 - SPECIAL ED SERVICES	474.00
DIRECTED	307447	9/4/2019	08/07 - 08/19/19 - SPECIAL ED SERVICES	129.68
DIRECTED	307447	9/4/2019	08/12 - 08/15/19 - SUBSTITUTE TEACHER	980.00
DIRECTED	307447	9/4/2019	08/12 - 08/16/19 - SUBSTITUTE TEACHER	2,840.00
DIRECTED	307447	9/4/2019	08/19 - 08/23/19 - SUBSTITUTE TEACHER	3,050.00
DIRECTED	307447	9/4/2019	08/20 - 08/22/19 - SUBSTITUTE SERVICES	395.00
DIRECTED	307472	9/19/2019	08/12 - 08/15/19 - SPECIAL ED SERVICES	3,312.86
EL ABUELO RESTAURANT	307448	9/4/2019	GU - BREAKFASTS AT SYLMAR BIOTECH	1,237.50
FIRST FIRE SYSTEMS INC.	307449	9/4/2019	PROGRAMMING BELL SCHEDULE	600.00
FRANCISCO TOPETE	307473	9/19/2019	08/16 - 08/31/19 - MAINTENANCE SERVICES	1,368.00
FRANCISCO TOPETE	307473	9/19/2019	08/16 - 8/31/19 - MAINTENANCE SERVICES	143.00
GREEN WORKS DEVELOPMENT	307450	9/4/2019	BATHROOM REPAIR	2,070.00
GREEN WORKS DEVELOPMENT	307450	9/4/2019	BOYS FAUCET SENSOR FIXTURES	1,050.00
GREEN WORKS DEVELOPMENT	307450	9/4/2019	BUILDINGS 5-15 RESETTING JACK SUPPORTS, LUBRICATING BOLTS/NU	2,300.00
GREEN WORKS DEVELOPMENT	307450	9/4/2019	INSTALL TACK-ABLE PANEL BOARDS, BANNERS, BELLS, DOOR REPAIR	2,050.00
HD SUPPLY FACILITIES MAINTENANCE, LTD.	307474	9/19/2019	(2) CORRECTION TAPE, PACK OF 10	57.40
HERTZ FURNITURE SYSTEMS INC	307475	9/19/2019	(2) HEAVY DUTY CLASSROOM TABLES	0.00
IMPACT CANINE SOLUTIONS	307476	9/19/2019	08/21/19 - CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307476	9/19/2019	08/22/19 - CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307476	9/19/2019	08/23/19 - CANINE SERVICES	185.00
INLAND MECHANICAL SERVICES	307477	9/19/2019	08/28/19 - AC REPAIR	3,915.00
INLAND MECHANICAL SERVICES	307477	9/19/2019	09/19 - AC MAINTENANCE SERVICES	460.00
JAHAIIRA OSORIO	307468	9/16/2019	09/09 - 09/23/19 - PAYROLL - JAHAIIRA OSORIO	0.00
Jesse Flores	307478	9/19/2019	TB TEST & LIVE SCAN REIMBURSEMENT	124.00
KELLY PAPER	307451	9/4/2019	COPY PAPER MULTIPURPOSE	543.44
LA DEPT. OF WATER AND POWER	307479	9/19/2019	06/27 - 08/27/19 - UTILITY CHARGES ACCT# 7740	269.19
LA DEPT. OF WATER AND POWER	307480	9/19/2019	07/30 - 08/27/19 - ELECTRIC CHARGES ACCT# 1002	5,403.03
LA DEPT. OF WATER AND POWER	307481	9/19/2019	06/28 - 08/28/19 - FIRE SERVICES CHARGES ACCT# 7817	241.24
LAKESHORE LEARNING MATERIALS	307452	9/4/2019	CLASSROOM SUPPLIES - BOOKS	122.60
LAKESHORE LEARNING MATERIALS	307482	9/19/2019	STUDENT SUPPLIES	87.14
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307453	9/4/2019	07/19 - LEGAL SERVICES	959.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	09/30/19 - STRS	9/30/2019	09/19 - FY19/20 - STRS PAYMENT	92,805.57
LUIS GIRON	307454	9/4/2019	08/19 - LANDSCAPING SERVICES	1,000.00
MASERGY CLOUD COMMUNICATIONS, INC	307455	9/4/2019	08/19 - COMMUNICATIONS SERVICES	1,558.97
MASERGY CLOUD COMMUNICATIONS, INC	307465	9/12/2019	08/19 - COMMUNICATIONS SERVICES NON E-RATE	212.11
NEOFUNDS BY NEOPOST	306964	9/30/2019	03/19 - EQUIPMENT RENTAL ACCT# 9317	(85.25)
NEOFUNDS BY NEOPOST	307483	9/19/2019	08/19 - POSTAGE ACCT# 8323	645.64
OFFICE 360	307466	9/12/2019	GU - MICROFIBER CLEANING CLOTHS, 24/PACK	24.67
OFFICE 360	307466	9/12/2019	GU - NAPKINS	54.97
OFFICE 360	307466	9/12/2019	GU - OFFICE SUPPLIES	958.47
OFFICE 360	307466	9/12/2019	GU - OTHER SUPPLIES	495.88
OFFICE 360	307466	9/12/2019	GU - STUDENT SNACKS & OFFICE SUPPLIES	1,574.09
OFFICE 360	307466	9/12/2019	GU - STUDENT SNACKS & SUPPLIES	44.52
OFFICE 360	307466	9/12/2019	GU - STUDENT SUPPLIES & SNACKS	693.54
OFFICE 360	307484	9/19/2019	GU - STUDENT SUPPLIES & OFFICE SUPPLIES	2,281.92
OFFICE 360	307484	9/19/2019	GY - OFFICE SUUPLIES & STUDENT SNACKS	1,778.58
PAYCOM PAYROLL, LLC	09/13/19-PR	9/13/2019	PAYCOM FEES - 09/13/19 PAYROLL	539.22
PAYCOM PAYROLL, LLC	09/30/19-PR	9/30/2019	PAYCOM FEES - 09/30/19 PAYROLL	505.44
PETER HUANG AND LORETTA HUANG	307485	9/19/2019	08/09 - 09/06/19 - ELECTRIC CHARGES	807.14
PETER HUANG AND LORETTA HUANG	307499	9/26/2019	10/19 - RENT	4,994.72
REPUBLIC SERVICES #902	307486	9/19/2019	09/19 - WASTE DISPOSAL SERVICES ACC# 9496	1,167.69
RIDERS EXPRESS T&C	307467	9/12/2019	08/30/19 - BUS TRANSPORTATION ROUND TRIP TO DOCKWEILERS	1,051.98
SFVJACC	307500	9/26/2019	10/19 - RENT	9,500.00
SFVJLI	307501	9/26/2019	10/19 - RENT ROOM 4&5	800.00
SKY SPORTSWEAR	307456	9/4/2019	PE POLO & SHORTS	25,454.75
SKY SPORTSWEAR	307487	9/19/2019	PE UNIFORMS	1,653.00
SKY SPORTSWEAR	307487	9/19/2019	SWEAT PANT UNIFORMS	3,697.50
SOCAL OFFICE TECHNOLOGIES, INC	307457	9/4/2019	08/28 - 09/27/19 - BASE RATE CHARGE #CNA6494-01	162.82
SOCAL OFFICE TECHNOLOGIES, INC	307488	9/19/2019	08/13 - 09/12/19 - OVERAGE CHARGE #CNA7384-01	163.07
Sparkletts	307489	9/19/2019	08/19 - BOTTLED WATER ACCT# 0211	39.83
STAPLES ADVANTAGE	307458	9/4/2019	OFFICE SUPPLIES	313.64
STAPLES ADVANTAGE	307490	9/19/2019	STUDENT SUPPLIES	62.61
SYNCB/AMAZON	307460	9/4/2019	(100) HEADPHONES	228.99
SYNCB/AMAZON	307460	9/4/2019	(15) CHESS BOARD GAME	180.45
SYNCB/AMAZON	307460	9/4/2019	(46) BOOKS	417.15
SYNCB/AMAZON	307460	9/4/2019	(8) DRY ERASE MARKER, 5-PACK POUCH	55.12
SYNCB/AMAZON	307460	9/4/2019	07/19 - AMAZON WEB SERVICES	314.10
SYNCB/AMAZON	307460	9/4/2019	AREA RUGS & MOTIVATIONAL POSTER	62.97
SYNCB/AMAZON	307460	9/4/2019	ART PRINT POSTER - UNBROKEN SOULS	23.94
SYNCB/AMAZON	307460	9/4/2019	CLASSROOM MINI BULLETIN BOARD	11.99
SYNCB/AMAZON	307460	9/4/2019	EDUCATION FRACTION MODEL MULTIPLIERS	30.59
SYNCB/AMAZON	307460	9/4/2019	EDUCATIONAL RESOURCES - 20 TO 120 WALL NUMBER LINE, SET OF 2	16.99
SYNCB/AMAZON	307460	9/4/2019	FOLDING TABLE, OUTDOOR	33.50

**YPI Charter Schools
Check Register
From 09/01/19 to 09/30/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
SYNCB/AMAZON	307460	9/4/2019	HANGING WALL FILE ORGANIZER	19.69
SYNCB/AMAZON	307460	9/4/2019	LAPTOP BATTERY FOR MACBOOK AIR 11 INCH	39.99
SYNCB/AMAZON	307460	9/4/2019	OFFICE SUPPLIES	52.63
SYNCB/AMAZON	307460	9/4/2019	POST-IT SUPER STICKY NOTES, 24 PADS/PACK	12.48
SYNCB/AMAZON	307460	9/4/2019	STEP - (20) BOOKS	173.50
SYNCB/AMAZON	307460	9/4/2019	STEP - CLASSROOM SUPPLIES	100.45
SYNCB/AMAZON	307460	9/4/2019	STUDENT SUPPLIES	95.81
SYNCB/AMAZON	307491	9/19/2019	(3) NUMBER PADS, WALL CALENDAR	29.97
SYNCB/AMAZON	307491	9/19/2019	(5) BOOK - EL NINO CON EL PIJAMA DE RAYAS (SPANISH EDITION)	95.80
SYNCB/AMAZON	307491	9/19/2019	(5) PAPER SHADES, BOOK	185.14
SYNCB/AMAZON	307491	9/19/2019	07/19 - AMAZON WEB SERVICES	7.44
SYNCB/AMAZON	307491	9/19/2019	AREA RUG 6 X 9	196.57
SYNCB/AMAZON	307491	9/19/2019	CLASSROOM POSTER - THE WATER CYCLE	9.99
SYNCB/AMAZON	307491	9/19/2019	EDUCATIONAL TOYS - MATH MANIPULATIVE COUNTING RODS	4.99
SYNCB/AMAZON	307491	9/19/2019	OFFICE SUPPLIES & STUDENT SUPPLIES	88.66
SYNCB/AMAZON	307491	9/19/2019	SAN DIEGO STATE UNIVERSITY FLAG	9.80
SYNCB/AMAZON	307491	9/19/2019	STEP - CLASSROOM POSTER - SUPREME COURT JUSTICE - SONIA SOTO	9.99
T-MOBILE	307492	9/19/2019	07/28 - 08/27/19 - GEAR UP CELL PHONE ACCT# 3095	131.49
TEACHERS ON RESERVE	307493	9/19/2019	08/26 - 08/30/19 - SUBSTITUTE TEACHER	341.53
TIME WARNER CABLE	307461	9/4/2019	08/16 - 09/15/19 - INTERNET SERVICES ACCT# 9720	1,392.21
TIME WARNER CABLE	307494	9/19/2019	03/14 - 04/13/19 - INTERNET SERVICES ACCT# 0556	(1,165.09)
TIME WARNER CABLE	307494	9/19/2019	08/14 - 09/13/19 - INTERNET SERVICES ACCT# 0556	1,165.09
UNIVERSITY OF OREGON	307495	9/19/2019	SCHCLMT - 09/01/19 - 08/31/20 - SWIS LICENSE	920.00
UNUM	307496	9/19/2019	10/19 - PREMIUM ACCT# 0836771-001 1	936.80
WAXIE SANITARY SUPPLY	307462	9/4/2019	CUSTODIAL SUPPLIES	303.94
WAXIE SANITARY SUPPLY	307497	9/19/2019	(2) TOILET TISSUE 80 ROLLS	103.28
WAXIE SANITARY SUPPLY	307497	9/19/2019	CUSTODIAL SUPPLIES	139.46
WAXIE SANITARY SUPPLY	307497	9/19/2019	HEAVY-DUTY CLEANER/DEGREASER	34.00
XEROX FINANCIAL SERVICES	307463	9/4/2019	08/07 - 09/06 - COPIER LEASE# 010-0042736-001	709.75
XEROX FINANCIAL SERVICES	307498	9/19/2019	07/12 - 08/11/19 - COPIER LEASE# 010-0042733-001	1,893.94
XEROX FINANCIAL SERVICES	307498	9/19/2019	08/13 - 09/12/19 - COPIER LEASE# 010-0058450-003	328.92
XEROX FINANCIAL SERVICES	307498	9/19/2019	08/21 - 09/20/19 - COPIER LEASE# 010-0042733-002	368.28
XEROX FINANCIAL SERVICES	307498	9/19/2019	08/29 - 09/28/19 - COPIER LEASE# 010-0058450-001	1,017.35
XEROX FINANCIAL SERVICES	307498	9/19/2019	08/29 - 09/28/19 - COPIER LEASE# 010-0058450-002	409.43
Total				239,369.16

**YPI Charter Schools
Credit Card Register
From 09/01/19 to 09/30/19**

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual Amount	ID
4211	Books & Other Reference Ma	MORCS	STD08/28/19-0251	CCU - RQ - 0251	FLOCABULARY - 08/13/19 - 08/13/20 ONLINE ELA SUPPORT PROGRAM	9/30/2019	120.00	000
4211	Books & Other Reference Ma	MORCS	STD08/28/19-0251	CCU - RQ - 0251	PLAYSCRIPTS INC - PLAYSCRIPTS FOR DRAMA CLUB	9/30/2019	<u>349.95</u>	000
4311	Student Materials	BCCS	STD08/28/19-0277	CCU - JC - 0277	WALMART - BINDERS, NOTEBOOK, COLOR PENCILS, NOTE CARDS	9/30/2019	334.22	000
4311	Student Materials	BCCS	STD08/28/19-0277	CCU - JC - 0277	TARGET - TUBS AND MASKING TAPE - MS. BELTRAN	9/30/2019	25.23	000
4311	Student Materials	BCCS	STD08/28/19-0277	CCU - JC - 0277	WALMART - NOTEBOOKS AND COMPOSITION BOOKS	9/30/2019	95.02	000
4311	Student Materials	BCHS	STD08/28/19-0194	CCU - YF - 0194	DOLLAR TREE - DIVIDERS FOR STUDENT PORTFOLIOS	9/30/2019	180.68	000
4311	Student Materials	BCHS	STD08/28/19-0194	CCU - YF - 0194	DOLLAR KING - BALLONS FOR PHYSICS CLASS SUPPLIES	9/30/2019	9.27	000
4311	Student Materials	BCHS	STD08/28/19-0194	CCU - YF - 0194	SMART AND FINAL - POPCORN KIT FOR POP DAY	9/30/2019	55.13	STU LEA
4311	Student Materials	BCHS	STD08/28/19-0194	CCU - YF - 0194	WALMART - WATER BALLONS FOR POP DAY	9/30/2019	34.60	STU LEA
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - PAPER, PLANNER, PENCILS, INDEX CARDS, TAPE, STAPLER	9/30/2019	159.72	000
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - NOTEBOOKS, PLANNERS, FOLDERS	9/30/2019	81.95	000
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - COMPOSTION BOOKS AND PLANNERS	9/30/2019	107.70	000
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - NOTEBOOKS, MARKERS, ERASERS, DRY ERASE MARKERS	9/30/2019	102.23	000
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - NOTEBOOKS, PLANNERS, STORAGE BIN FOR ADVISORY CLASS	9/30/2019	107.30	000
4311	Student Materials	MORCS	STD08/28/19-0178	CCU - LG - 0178	WALMART - COMPOSITION BOOKS	9/30/2019	180.68	000
4311	Student Materials	MORCS	STD08/28/19-0251	CCU - RQ - 0251	TARGET - COMPOSITION BOOKS	9/30/2019	23.16	000
4311	Student Materials	MORCS	STD08/28/19-0251	CCU - RQ - 0251	TARGET - PENCILS, ERASERS, PENS, CORRECTION PENS, MAKERS	9/30/2019	<u>193.58</u>	000
4351	Office Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - WALL MOUNT FOR VOIP PHONE	9/30/2019	15.92	000
4351	Office Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	AMAZON - (12) KEYS PADS, BATTERIES	9/30/2019	140.67	000
4351	Office Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	DOLLAR TREE - BASKETS, CLIP BOARDS, PAPER, SPIT KEY RINGS	9/30/2019	41.61	000
4351	Office Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	DOLLAR TREE - BINDERS FOR OFFICE LOGS	9/30/2019	41.61	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	DOLLAR TREE - 1-INCH BINDERS	9/30/2019	16.63	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	WALMART - FILE BOXES AND ORGANIZERS	9/30/2019	62.92	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	WALMART - DRY ERASE BOARD	9/30/2019	37.37	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	IKEA - MAIN OFFICE WORK TABLE	9/30/2019	71.64	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - RECEIPT BOOK	9/30/2019	35.22	000
4351	Office Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	WALMART - BOOKCASES AND BINS	9/30/2019	143.59	000
4351	Office Supplies	MORCS	STD08/28/19-0178	CCU - LG - 0178	WALMART - TAPE	9/30/2019	21.83	000
4351	Office Supplies	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - LAMINATING MACHINE AND SUPPLIES	9/30/2019	<u>38.14</u>	000
4371	Custodial Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	SMART N FINAL - DISINFECTING WIPES	9/30/2019	47.04	000
4371	Custodial Supplies	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - AIR FRESHNER	9/30/2019	21.88	000
4371	Custodial Supplies	MORCS	STD08/28/19-0251	CCU - RQ - 0251	TARGET - CLOROX WIPES	9/30/2019	<u>24.92</u>	000
4391	Food (Non Nutrition Program	BCCS	STD08/28/19-0251	CCU - RQ - 0251	COSTCO - PLATES, CUPS, DRINKS FOR STAFF PD	9/30/2019	74.96	000
4391	Food (Non Nutrition Program	BCCS	STD08/28/19-0251	CCU - RQ - 0251	SUBWAY - LUNCH FOR STAFF WITH DIETARY RESTRICTIONS	9/30/2019	15.94	000
4391	Food (Non Nutrition Program	BCCS	STD08/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS, PLATES, CUTLERY FOR PD	9/30/2019	88.66	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0194	CCU - YF - 0194	SMART AND FINAL - FRUIT, JUICE, DRINKS, AND ICE FOR PD	9/30/2019	139.57	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0194	CCU - YF - 0194	SMART AND FINAL - FOOD SUPPLIES FOR AGUA FRESCA SOCIAL	9/30/2019	30.62	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0251	CCU - RQ - 0251	COSTCO - PLATES, CUPS, DRINKS FOR STAFF PD	9/30/2019	40.51	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0251	CCU - RQ - 0251	SUBWAY - LUNCH FOR STAFF WITH DIETARY RESTRICTIONS	9/30/2019	8.61	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0269	CCU - SC - 0269	SMART N FINAL - ICE CREAM - 1ST DAY SCHOOL ICE CREAM SOCIAL	9/30/2019	120.34	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - DRINKS FOR STAFF - BACK TO SCHOOL NIGHT	9/30/2019	25.08	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - ICE AND CUPS FOR AGUA FRESCAS - POP DAY	9/30/2019	13.67	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0269	CCU - SC - 0269	SMART N FINAL - NACHO CHEESE - 2ND DAY SCHOOL NACHO SOCIAL	9/30/2019	45.43	000
4391	Food (Non Nutrition Program	BCHS	STD08/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - POPCICLES - 3RD DAY SCHOOL POPCICLE SOCIAL	9/30/2019	46.54	000
4391	Food (Non Nutrition Program	MORCS	STD08/28/19-0251	CCU - RQ - 0251	SUBWAY - LUNCH FOR STAFF WITH DIETARY RESTRICTIONS	9/30/2019	15.29	000
4391	Food (Non Nutrition Program	MORCS	STD08/28/19-0251	CCU - RQ - 0251	COSTCO - PLATES, CUPS, DRINKS FOR STAFF PD	9/30/2019	<u>71.92</u>	000
4393	PE & Sports Equipment	BCHS	STD08/28/19-0194	CCU - YF - 0194	WALMART - SOCCOR GOALS	9/30/2019	74.46	000
4393	PE & Sports Equipment	BCHS	STD08/28/19-0194	CCU - YF - 0194	AMAZON - PORTABLE BASKETBALL POLE AND HOOP	9/30/2019	361.34	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	76 UNITED PACIFIC - GAS FOR VAN #86	9/30/2019	94.64	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	CHEVRON - GAS FOR VAN #90	9/30/2019	85.06	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	LOWE'S - SHELF CLIPS AND MASTER LOCK TO RESOURCE ROOM	9/30/2019	35.11	000

Object	Object	Managen	Doc #	Vendor	Description	Date	Actual Amount	ID
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - GLASS JAR - MS. BELTRAN	9/30/2019	16.95	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - DOLLY FOR CHAIRS	9/30/2019	95.24	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - CAR SHADE FOR VAN #90	9/30/2019	14.90	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - UTILITY HOOKS FOR CLASSROOM EMERGENCY SUPPLY BAGS	9/30/2019	23.06	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	PLAZA LOCK AND KEY - KEY DUPLICATES, KEY TAGS, LUBRICANT	9/30/2019	58.18	000
4399	All Other Supplies	BCCS	STD08/28/19-0277	CCU - JC - 0277	AMAZON - CAR SHADE FOR VAN #86 AND #58	9/30/2019	29.80	000
4399	All Other Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	LOWES - MULCH FOR LANDSCAPING AND UMBRELLA BASES	9/30/2019	138.63	000
4399	All Other Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	AMAZON - (5) PORTABLE CARTS FOR BREAKFAST TRANSPORTATION	9/30/2019	138.55	000
4399	All Other Supplies	BCHS	STD08/28/19-0194	CCU - YF - 0194	VALLARTA - JUGS FOR AGUA FRESCAS	9/30/2019	26.26	000
4399	All Other Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	WALMART - SUPPLIES - BACK TO SCHOOL NIGHT	9/30/2019	23.39	000
4399	All Other Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	BLICK ART MATERIAL - POSTER MAKING KIT	9/30/2019	182.02	000
4399	All Other Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	SMART N FINAL - PLASTIC BAGS AND WATER - REGISTRATION DAY	9/30/2019	29.82	000
4399	All Other Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	MARCIA CRAFT - HELIUM TANK - POP DAY	9/30/2019	60.37	000
4399	All Other Supplies	BCHS	STD08/28/19-0269	CCU - SC - 0269	LOWES - MULCH FOR MAIN ENTRANCE OF SCHOOL	9/30/2019	60.12	000
4399	All Other Supplies	MORCS	STD08/28/19-0178	CCU - LG - 0178	WALMART - FIRST AID KIT	9/30/2019	17.39	000
4411	Non Capitalized Equipment	BCHS	STD08/28/19-0194	CCU - YF - 0194	COSTCO - VIZIO MONITOR FOR MAIN OFFICE ANNOUNCEMENTS	9/30/2019	204.09	000
4711	Nutrition Program Food & Su	MORCS	STD08/28/19-0178	CCU - LG - 0178	TARGET - MEAL PROGRAM BINS FOR CLASSROOMS	9/30/2019	36.97	000
4711	Nutrition Program Food & Su	MORCS	STD08/28/19-0251	CCU - RQ - 0251	TARGET - BINS FOR MEAL PROGRAM	9/30/2019	124.37	000
5599	Other Facility Operations	BCCS	STD08/28/19-0277	CCU - JC - 0277	NORTHSTAR CARWASH - CAR WASH FOR VANS #90, #86, #58	9/30/2019	95.97	000
5619	Other Facility Rentals	MORCS	STD08/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 08/19 STORAGE RENT	9/30/2019	375.00	000
5631	Vendor Repairs	BCCS	STD08/28/19-0285	CCU - RB - 0285	APPLE - SCREEN REPAIR FOR DUENAS' COMPUTER	9/30/2019	737.25	000
5631	Vendor Repairs	MORCS	STD08/28/19-0251	CCU - RQ - 0251	APPLE STORE - LAPTOP REPAIR FOR MS. HARRY'S LAPTOP	9/30/2019	99.00	000
5831	Advertisement & Recruitment	MORCS	STD08/28/19-0251	CCU - RQ - 0251	INDEED - 07/19 JOB ADVERTISING	9/30/2019	404.28	000
5852	Professional Development	CA	STD08/28/19-0285	CCU - RB - 0285	VIRTUAL LEADERSHIP - SCHOOL YEAR PLANNING SYSTEM COURSE	9/30/2019	97.30	000
5865	Fundraising Cost	BCHS	STD08/28/19-0194	CCU - YF - 0194	SMART AND FINAL - FOOD SUPPLIES FOR NACHO SALE	9/30/2019	98.39	STU LEA
5931	Postage & Shipping	BCHS	STD08/28/19-0194	CCU - YF - 0194	FEDEX - SHIPPING - PHOTOGRAPHY STATE COMPETITION ENTRIES	9/30/2019	239.98	000
9440	Computer / Equipment	BCHS	STD08/28/19-0194	CCU - YF - 0194	APPLE STORE - MACBOOK PRO FOR SIMONSEN	9/30/2019	2,864.59	000
Total							10,601.03	

Coversheet

LAUSD Performance Review for Bert Corona Charter High School

Section: V. Items Scheduled For Action
Item: C. LAUSD Performance Review for Bert Corona Charter High School
Purpose: Vote
Submitted by:
Related Material:
YPIVALLEY-HS 7598 - Ann Perf-Based Oversight Visit Report 2018-2019-3.pdf



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2018-2019 SCHOOL YEAR FOR

BERT CORONA CHARTER HIGH – 7598

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

Charter School Name:		Bert Corona Charter High			Location Code:	7598
Current Address:			City:	ZIP Code:	Phone:	Fax:
12540 Pierce Street			Pacoima	91331	(818) 480-6810	
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020				6	NE	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:		Grades To Be Served Per Charter:
223		500		9-12		9-12
Total Number of Staff Members:		Certificated:	Classified:			
26		16	10			
Charter School's Leadership Team Members:		Yolanda Fuentes, Executive Administrator; Nestor Garcia, Coordinator of Instruction Edwin Cruz, Coordinator of Culture and Climate; Maribel Palafox, Counselor; Susie Castellon, Coordinator of Operations Yvette King-Berg, Executive Director Ruben Dueñas, COO; Diana Gamez, Senior Director of Programs and HR Yesenia Zubia, HR Coordinator				
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:		Dr. Blanca A. Alves-Monaster		CSD Fiscal Services Manager:		Remedios Dizon
Other School/CSD Team Members:		Jose Rodriguez, Specialist and Hanah Serate, Program Specialist COP				
Oversight Visit Date:		April 3, 2019		Fiscal Review Date (if different):		N/A
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Prop 39		LAUSD Co-Location Campus (if applicable):		Maclay Middle School
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		May 14, 2018

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/3/2019

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G1) Evidence of School Advisory Council with evidence of SPSA, Title I budget and LCAP. ELAC meetings with dates of October 24, November 7, December 12 and February 20th.</p> <p>(G2) The Governing Board complies with all material provisions of the Brown Act. Training from Young, Minney and Corr for Brown Act Training occurred on February 11, 2019 (15 members were trained).</p> <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making as evidenced by the July 21, agenda item included Data training. One of the new innovative practices observed this year is that of the school’s board creating an Academic Excellence Committee in which data and academic issues are addressed and then shared at each of the board meetings as evidenced on the website with minutes from such meeting and a sharing component on the Board’s meeting agenda and minutes. For example, the February 4, 2019 minutes for the Academic Excellence Committee Meeting, included items such as a presentation from each school site leader of each of their Achievement Academic Plans with discussion, question and answer to address academic concerns and data.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(G1) The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s). Per conversation with leadership there is still overlap in leadership roles between the Chief Operations Officer and the Executive Administrator, per petition the school has not been able to completely fulfill the terms of the petition.</p> <p>The Schools Executive Administrator does not meet the Minimum Qualifications required by the School’s Approved Charter:</p> <ul style="list-style-type: none"> • For the current approved petition – this position does not exist. • For the current approved CMO organization’s Governance petitions Bert Corona Middle School, the most recent approved position, states the Executive Administrator’s Desired Qualifications are: <ul style="list-style-type: none"> ○ 3 years of experience as a site level or central administrator ○ Teaching experience in grades 6-12 ○ Valid California Administrative Services Credential 203 ○ Master’s Degree in an Educational, Business or Government Related Field (7-10 years of extensive leadership managing teams will also be considered) ○ Bilingual (English and Spanish) Desirable ○ Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty. <p><i>CSD will follow up with the YPI’s Governing Board.</i></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input type="checkbox"/> Board meeting agendas (B1.4) <input type="checkbox"/> Board meeting calendar (B1.5) <input type="checkbox"/> Brown Act training documentation (B1.8) <input type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:		
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:		
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(A1) All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018, whereas:</p> <ul style="list-style-type: none"> 45.24% of Latino students Met or Exceeded the Standards, an increase of 22.16 percentage points. <p>(A2) All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018, whereas:</p> <ul style="list-style-type: none"> 13.95% of Latino students Met or Exceeded the Standards, an increase of 13.95 percentage points. <p>(A3) The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median, whereas Bert Corona High School Students Met or Exceeded the Standard in ELA at 45.45%, compared to the Resident Schools Median at 47.78%.</p> <p>(A5) The school reclassifies English Learners at a rate higher than the Resident Schools Median, whereas Bert Corona High School reclassification rate was 40.0% compared to Resident Schools Median of 16.2%.</p> <p>(A6) The school’s percentage of “At Risk” English Learners is at a rate lower than the Resident Schools Median, whereas Bert Corona High School has 0.0% compared to Resident Schools Median at 0.9%.</p> <p>(A8) The school’s Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median, whereas Bert Corona’s Four-Year Cohort Graduation rate is 91.7 compared to Resident Schools Median at 89.2%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(A4) The schoolwide percentage of students who Met or Exceeded Standards in 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median, whereas Bert Corona High School Students Met or Exceeded the Standard in Math at 15.56%, compared to the Resident Schools Median at 23.16%. The school included as part of their Academic Excellence Action Plan for 2018-2019 a goal to increase passing rate for math courses and increase of student performance levels on the SBAC and NWEA Math Assessments, which includes: (1) monitoring grade distribution at the end of every grading period to drive PD plan and intervention; (2) PD for Math department to devote time to data dives to identify students and create an intervention plan; (3) Math teachers will review sample SBAC questions and plan to embed them into lessons; and (4) Partnership with Gear Up to hold mandatory tutoring for target students in Math.</p> <p>(A7) The school’s percentage of LTELs is at a rate higher than the Resident Schools Median, whereas Bert Corona’s percentage of LTELs is 13.6% compared to Resident Schools Median at 9.0%.</p> <p>(A9) The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels, whereas:</p> <p>NWEA Reading Growth:</p>	



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- 9th grade Fall 34% Above Average and Average to Winter 20% to Spring 40%.
- 10th grade Fall 48% Above Average and Average to Winter 41% to Spring 52%.

NWEA Math Growth:

- 9th grade Fall 12% Above Average and Average to Winter 12% to Spring 14%.
- 10th grade Fall 38% Above Average and average to Winter 33% to Spring 38%.

NWEA Subgroups Math and Reading

- 47% of English Learners in 9th and 10th met their growth goal in Reading
- 32% of Special Education students in 9th and 10th met their growth goal in Reading
- 38% of English Learners in 9th and 10th grade met their growth goal in Math.
- 28% of Special Education students in 9th and 10th grade met their growth goal in Math

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

Other Non-Significant Subgroup:

(A1) ELA: 55.56% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 37.38 percentage points.

(A2) Math: 22.22% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 22.22 percentage points.

***NOTE:** Upon the State Board of Education’s finalization of California’s School Dashboard, CSD will determine implications for the oversight report.



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A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)



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A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2017-2018 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2.1) <input checked="" type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Providing supports for At-Risk English Learners 2017-2018 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 (B2.1)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Providing supports for Long Term English Learners 2017-2018 (CDE) 	
Performance	Sources of Evidence
<p>Rubric</p> <p><input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median</p> <p><input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median</p> <p><input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)</p>

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Four-Year Cohort Graduation Rate (CDE) (high schools only) 	
Performance	Sources of Evidence
<p>Rubric</p> <p><input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2.1)</p> <p><input type="checkbox"/> Other: (Specify)</p> <hr/> <p>A-G passing grade requirement (e.g. C or D) (CSD internal use only) passing grade requirement for Bert corona High is D.</p>



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Stanford 10, Illuminate, or SBAC Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input type="checkbox"/> No assessment of performance for this indicator.	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2018-2019 oversight but will provide informational areas of focus. California School Dashboard Indicators will not figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of N/A

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of N/A

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of No Performance Color

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of No Performance Color

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of Yellow



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A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status 0.8 points below standard and change Increased 73.8 points

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status 106.7 points below standard and change Increased 70.9 points

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of No Performance Color

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status No Data- 16.7% prepared

NOTES:

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



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>(O1) The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Evidence of Drop & Take Cover, Earthquake Drill, Fire Drill and Lockdown Drill happening, per conversation with leadership it is encouraged to have more than one type of drill throughout the year and more than one drill per month. Evidence of Visitors Policy, School Safety Plan.</p> <p>(O6) The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree, whereas:</p> <ul style="list-style-type: none"> • The school has presented the following topics for professional development: Special Ed 101 Accommodations and Modification, Teaching all students (mod/severe disabilities), supporting all students (paraprofessionals) addressing challenging behavior , Intervention Manual, Grading with Students with Disabilities, Circles/Not Squares, Paraprofessional Roles and Expectation. • The 200, one IEP in red, the IEP is in recess until the report is translated, COP suggested to put it in pending and have parent sign what has been approved. The school will continue to provide updates to CSD and COP office. • The 300 Report (one tier 5 and one tier 6– new counselor has not gotten on Welligent and has some problem accessing the location) and one in tier 4 who is no longer at the school. The school is in the process of addressing these concerns and will send an update to CSD and COP office. • Consistency of staff in Special Education at this site, there is an expectation that there will be growth in the Special Education population, specific support for teachers by reviewing individual student and supports. We support having them understand Standards Based grading – starting to archive trainings to be able to utilize time together to tailor supports. Thinking to use iReady to look at data to be able to show growth of teachers. Meetings every week to provide support with the administration. • The Special Education department is working on developing a process to analyze, reflect and create plans of action to look at data growth on academic achievement on a weekly basis via diagnostics, ALEKS, Achieve 3000 and/or all assessments provided for students. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>(O3) The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS. Student work samples included rubrics for mastery addressing the particular CCSS Standards. Unit plans included provided brief description of unit, learning outcomes in alignment to common core. Evidence of 2019-20 UC A-G Course List. The school uses Illuminate to track A-G completion. There was limited evidence of implementation of CCSS in the classrooms. Per conversation with students, during interviews, 9 out of 10 students voice a misconception of the process for mastery noting that “they did not understand it,” “it didn’t make sense to them,” “the grading system is confusing,” or “if you miss 1 out of 7 assignments you get a bad grade in the class.”</p> <p>(O4) The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis.</p>	



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- The school has a double-block ELA and Math based on previous grades, test scores, and teacher input. Students that are double blocked noted that they are receiving the same instruction in both classes and that “sometimes they have nothing to do because they have completed the assignment.”
- The school provided data of RTI spreadsheets grade level.
- Per the leadership team response, BCCHS provides in class support focused on 10th and 11th graders by tutors from Gear Up.
- In Math –teachers use ALEKS to assure students have access to content. In English teachers use Achieve 3000, for differentiated instruction for non-fiction reading and writing.
- Per conversation with leadership, a need to monitor academic achievement to address and monitoring student’s needs to provide supports inside the classroom and to provide venues for struggling students outside of classroom time.
- Teachers noted that there is no Designated ELD time for students, the school uses an SFA period for ELD, but there is no evidence that ELD standards are used to support English language development (this was noted in 2017-2018).
- Per classroom observations there was some evidence of integrated ELD in classrooms from lesson planning to what was posted in the classroom.

(O5) The school has partially implemented the key features of the educational program described in the charter. Per the school’s mission, Mastery grading and SFA, data driven instruction are key components of the charter. There is a need to provide rigorous, data driven, service oriented, culturally relevant technologically enhanced learning. Per observations in the classroom there was limited evidence of rigorous curriculum, project based learning (although included on binder review) but not consistent in all classrooms. Teachers noted that there are multiple opportunities to see mastery and implementation for four years, however students voiced an inconsistency to understanding the purpose of mastery grading and the fact that not all teachers accepted second try at mastery of assignments.

(O7) The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. For the 2017-2018 school year the school had a 4.4% In and Out-of-School suspension rate. The school received a Notice of Concern from CSD dated October 13, 2017 to address a focus on culture and climate. The 2018-2019 Mid Year Suspension Rate was .4%. The school leadership noted that they have regular meetings with parents on student absenteeism, behavior and academics. The school has added a Coordinator of School Culture and Climate which has reduced the school wide suspensions. They have partnered with local non-profit organizations to assist with counseling, such as Luminarias, Phoenix House and Northeast Valley Health Corporation. The schoolwide PBIS is in the planning stages of development per teacher interviews (evidence of PD training on PBIS was included). Per interviews with students, parents are reached only when a student is doing poorly in a class with a C or lower. Culture is still an area of concern especially with transitions of new teachers and administration. Teachers noted that it has been of concerns especially with 12th grade. PBIS has not been implemented, teachers discussed this is a planning year and next year implementation.

(O8) The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Per teachers, more time is needed to collaborate, time to discuss implementation, they feel there are too many priorities and no time to implement. CFG (Collaborative Friend Groups) was something that allowed them to share their practice the prior year. The leadership noted that YPICS PD wide allows for teachers to bring a lesson plans to support ELs and students with IEPS to share and provide feedback with their colleagues.



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(O9) The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. There seems to be miscommunication on how parent receive appropriate, accessible and relevant information about schoolwide academic progress and performance. Evidence on binder included: (1) two flyers on Parent Conferences, Health Class-Male and Female Anatomy, Coffee with Directors (2/19/19; 2/22/19; 12/11/18; 10/30/18; 9/26/18), Mandatory Junior Parent Meeting; Financial Parent Workshop. However, per student interview: (1) there is one meeting per semester to go over grades; (2) students' parents are called only when a student is not making progress; (3) "Teachers don't log in information on a consistent bases to have updated grades for parents;" (4) students noted that not all parents know how to log in and that the staff in the office are not always friendly hence they don't feel comfortable to seek for help.

(O11) The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. Teachers are observed via a Fall Formal Observation, Instructional Rounds and a Spring Formal Observation. Per school, teachers bring work samples and rubrics during multiple PDs to calibrate student work. The CMO is continuing to develop systemic processes to observe, calibrate, and provide coaching support and growth for teachers' development. Per teachers, evaluation process is only twice a year and it's all formal, which impedes opportunities for coaching and growth.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Epi-pen documentation (B3.2c) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> • Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served • Demonstrated evidence of implementation of the California Next Generation Science Standards • Obtained WASC accreditation (<i>high schools only</i>) • Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<i>high schools only</i>) • Received UC/CSU approval of courses (UC Doorways) (<i>high schools only</i>) 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>	
Rubric	Sources of Evidence
<p>Performance</p> <p><input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter</p> <p><input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter</p>	<p><input checked="" type="checkbox"/> Professional development documentation (B3.4b)</p> <p><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k)</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>	
Rubric	Sources of Evidence
<ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • Provides special education training for staff in accordance with requirements of the Modified Consent Decree • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 	
<p>Performance</p> <p><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p> <p><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4b)</p> <p><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j)</p> <p><input checked="" type="checkbox"/> Self-Review Checklist (B3.4a)</p> <p><input checked="" type="checkbox"/> Other special education documentation (B3.4a)</p> <p><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</p> <p><input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a)</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Suspension rates, and disproportionality rates



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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:			
<ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 			
	Rubric		
	Sources of Evidence		
Performance	<table border="0"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)		



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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website</p> <p><input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</p>	<p><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:</p> <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

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DATE OF VISIT: 4/3/2019

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter High School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

7598	2015-16					2016-17					2017-18				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High															
Cash and Cash Equivalents		173,401	168,739	70,646	70,647		26,907	33,311	81,025	81,026		136,475	134,606	178,481	178,482
Current Assets		312,944	315,416	406,912	406,914		315,086	326,905	609,069	609,070		437,861	443,691	498,232	496,858
Fixed and Other Assets		57,046	63,579	67,904	67,904		76,053	76,053	77,383	77,383		57,183	57,183	57,183	58,558
Total Assets		369,990	378,995	474,816	474,818		391,138	402,957	686,451	686,453		495,044	500,874	555,415	555,416
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		90,619	102,391	165,369	172,810		64,471	117,301	286,750	289,442		144,060	151,154	149,058	159,339
Long Term Liabilities		155,563	155,563	157,441	150,000		157,441	107,441	102,695	100,004		52,695	52,695	60,283	50,004
Total Liabilities		246,182	257,954	322,810	322,810		221,912	224,742	389,445	389,446		196,756	203,849	209,341	209,343
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		123,808	121,041	152,006	152,008		169,226	178,215	297,006	297,007		298,288	297,025	346,074	346,073
Total Revenues	1,454,453	1,433,953	1,439,332	1,561,639	1,561,639	2,120,318	2,018,593	1,992,987	2,031,277	2,031,277	3,144,959	2,664,932	2,685,552	2,714,290	2,762,147
Total Expenditures	1,454,265	1,296,984	1,305,129	1,396,471	1,396,646	2,080,176	2,001,372	1,966,780	1,886,279	1,886,278	3,050,429	2,663,648	2,685,535	2,665,222	2,665,222
Net Income / (Loss)	188	136,969	134,203	165,168	164,993	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	188	136,969	134,203	165,168	164,993	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925
Net Assets, Beginning	0	0	0	0	(12,985)	121,041	152,006	152,006	152,006	152,008	178,215	297,004	297,004	297,006	297,007
Adj. for restatement / Prior Yr Adj	0	(13,161)	(13,162)	(13,162)	0	0	0	2	2	0	0	0	3	0	(47,859)
Net Assets, Beginning, Adjusted	0	(13,161)	(13,162)	(13,162)	(12,985)	121,041	152,006	152,008	152,008	152,008	178,215	297,004	297,007	297,006	249,148
Net Assets, End	188	123,808	121,041	152,006	152,008	161,183	169,226	178,215	297,006	297,007	272,745	298,288	297,025	346,074	346,073

7598	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High										
Cash and Cash Equivalents	0	70,647	81,026	178,482	0		0	215,218	0	0
Current Assets	0	406,914	609,070	496,858	0		0	509,862	0	0
Fixed and Other Assets	0	67,904	77,383	58,558	0		0	43,925	0	0
Total Assets	0	474,818	686,453	555,416	0		0	553,787	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	172,810	289,442	159,339	0		0	195,217	0	0
Other Long Term Liabilities	0	150,000	100,004	50,004	0		0	10,279	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	0	322,810	389,446	209,343	0		0	205,496	0	0
Net Assets	0	152,008	297,007	346,073	0		346,379	348,291	0	0
Total Revenues	0	1,561,639	2,031,277	2,762,147	0	3,749,614	3,362,102	3,262,783	0	0
Total Expenditures	0	1,396,646	1,886,278	2,665,222	0	3,674,914	3,361,797	3,260,565	0	0
Net Income / (Loss)	0	164,993	144,999	96,925	0	74,700	305	2,218	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	164,993	144,999	96,925	0	74,700	305	2,218	0	0
Net Assets, Beginning	0	(12,985)	152,008	297,007	0	323,219	346,074	346,073	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	(47,859)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	0	(12,985)	152,008	249,148	0	323,219	346,074	346,073	0	0
Net Assets, End	0	152,008	297,007	346,073	0	397,919	346,379	348,291	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Bert Corona Charter High's fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$346,073 and net income of \$49,066. The 2018-2019 Second Interim Projections project positive net assets of \$348,291 and net income of \$2,218.</p> <p>According to YPI Charter Schools, Inc.'s independent audit report dated June 30, 2018, Bert Corona Charter High is one of three schools operated by YPI Charter Schools, Inc. YPI Charter Schools, Inc. currently has three schools that are authorized by the Los Angeles Unified School District (LAUSD). YPI Charter Schools, Inc.'s fiscal condition is strong. YPI Charter Schools, Inc. and its charter schools reported positive net assets of \$20,684,230 and net income of \$12,857,680. YPI Charter Schools, Inc. Central Administration, without its charter schools, reported positive net assets of \$365 and net income of \$365. According to YPI Charter Schools, Inc., there are no management fees charged to Bert Corona Charter High or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA).</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is positive.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>N/A</td> <td>\$152,008</td> <td>\$297,007</td> <td>\$346,073</td> <td>\$348,291</td> </tr> <tr> <td>Net Income/Loss</td> <td>N/A</td> <td>\$164,993</td> <td>\$144,999</td> <td>\$49,066</td> <td>\$2,218</td> </tr> <tr> <td>Transfers In/Out</td> <td>N/A</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>N/A</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)	Net Assets	N/A	\$152,008	\$297,007	\$346,073	\$348,291	Net Income/ Loss	N/A	\$164,993	\$144,999	\$49,066	\$2,218	Transfers In/ Out	N/A	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0	<p>3</p>
	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)																										
Net Assets	N/A	\$152,008	\$297,007	\$346,073	\$348,291																										
Net Income/ Loss	N/A	\$164,993	\$144,999	\$49,066	\$2,218																										
Transfers In/ Out	N/A	\$0	\$0	\$0	\$0																										
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0																										



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

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Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division (CSD) requests and receives fiscal documents from YPI Charter Schools, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPI Charter Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPI Charter Schools, Inc. charter schools, to assess overall compliance with YPI Charter Schools, Inc.’s *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPI Charter Schools, Inc.’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPI Charter Schools, Inc. school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each YPI Charter Schools, Inc. charter school.

1. Employee Reimbursements (Lack of Pre-Approvals):

Based on the CSD’s review of the school’s check register for the period from February 2018 through January 2019, a sample of 30 transactions were selected for further review. The CSD noted that six employee reimbursements that lacked evidence of pre-approval from the Executive Director or the Chief Operations Officer or the Executive Administrator. The reimbursements in question are summarized below.

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	5/3/2018	305646	School Employee	\$156.74	Mileage: 2018 CCSA Conference
2	6/12/2018	305809	School Employee	\$104.83	Postage and plants for office
3	6/29/2018	305866	School Employee	\$126.66	Meals and supplies
4	9/21/2018	306147	School Employee	\$270.82	Meals and supplies
5	12/13/2018	306448	School Employee	\$1,335.18	Sports uniform (soccer and basketball), and homecoming decorations
6	12/13/2018	306455	School Employee	\$208.94	Books
TOTAL				\$2,203.17	

Page 13 of the 7/27/2018 YPI Charter Schools, Inc. Fiscal Policies and Procedures states: “An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator.” Moreover, page 14 of the approved fiscal policies and procedures states that the Executive Director must pre-approve all school-related travel.



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According to the school, the school’s leadership team will develop a pre-approval form to ensure that all pre-approvals of employee reimbursements are documented.

The CSD recommends that the school’s governing board require the leadership team of the school to establish more stringent controls in this area and ensure adherence to the pre-approval requirement processes outlined in the governing board-approved fiscal policies and procedures concerning employee reimbursements and travel/conference expenses.

2. Employee Reimbursements (Processing Delays):

Based on the CSD’s review of documents provided by the school, the CSD noted employee reimbursements supported by receipts indicating that the underlying purchase transactions and related reimbursements were made in two different fiscal years (the expenses were incurred during Fiscal Year 2017-2018 but were reimbursed in Fiscal Year 2018-2019). Additional details regarding these transactions are summarized below.

Check #	Date Expense Incurred	Reimbursement Check Issuance Date	Check Amount	Reimbursed Amount	Description
306042	12/5/2017	8/17/2018	\$91.05	\$24.60	Dividers for board review compliance binders
	4/20/2018	8/17/2018		\$66.45	Supplies for Teacher Recruitment event

Page 14 of the 7/27/2018 YPI Charter Schools, Inc. Fiscal Policies and Procedures states: “All expense reports must be submitted within the fiscal year which the expense is incurred.”

According to the school, the expense report was submitted and approved in the prior fiscal year. However, due to change in the school’s Governing Board President, who bears the responsibility for approving the above transaction, the processing of these reimbursements was delayed.

The CSD recommends that the school adhere to its approved fiscal policies and procedures regarding employee reimbursements and establish appropriate controls to monitor the timely processing of school expenditures.

3. Bank Reconciliation Reports

Based on the CSD’s review of bank reconciliation reports for the months from May 2018 through October 2018, the CSD noted four checks that, as of the October 31, 2018, had been outstanding for more than 90 days. Details regarding these checks are provided below.



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Item #	Acct #	Check #	Check Issuance Date	Check Amount	# of Days Outstanding as of 10/31/2018	Transaction Description	YPI Charter Schools Inc.'s Response
1	6905	305320	2/15/2018	\$1,000.00	258	Party rentals	Check voided.
2	6905	305769	6/4/2018	\$424.19	149	Employee reimbursement	Check cleared the following month.
3	6905	305944	7/23/2018	\$6.58	100	Employee reimbursement	Check voided and reissued.
4	3491	1102	7/26/2018	\$41,200.00	97	Construction services	Check voided and reissued.
TOTAL				\$42,630.77			

The school declared that the checks referenced above were researched and investigated.

The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

The governing board and leadership team of the school are responsible for managing the operations of the school. Thus, the above-noted findings and observations should be discussed at the school's next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

None noted.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/3/2019**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from May 2018 through October 2018. Selected the months of May 2018 through October 2018 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Wells Fargo Bank Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
 - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
 - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter Middle)
 - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
 - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter Middle)
 - h. Chase Bank Checking Account Ending in X0661 (Student Body Account, Monseñor Oscar Romero Charter Middle)
 - i. Chase Bank Checking Account Ending in X7817 (Parent Account, Monseñor Oscar Romero Charter Middle)
 - j. California Credit Union Checking Account Ending in X5564 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from May 2018 through October 2018. Selected the months of June 2018 and October 2018 for sample testing. Discrepancies were noted above under Areas for Further Growth and/or Improvement.
 - a. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director)
 - b. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - c. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - d. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations)
 - e. California Credit Union Credit Card Ending in X0194 (Director of Operations)
 - f. California Credit Union Credit Card Ending in X0251 (Executive Administrator)
 - g. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations)
 - h. California Credit Union Credit Card Ending in X0277 (Director of Operations)
 - i. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - j. California Credit Union Credit Card Ending in X0145 (Executive Administrator/Director of Data, Account Closed in September 2018)
 - k. California Credit Union Credit Card Ending in X0152 (Executive Administrator/Teacher, Account Closed in September 2018)
 - l. California Credit Union Credit Card Ending in X0160 (Director of Operations/Senior Director of Programs, Account Closed in September 2018)
4. Reviewed the following 30 checks. Discrepancies were noted above under Areas for Further Growth and/or Improvement.
 - a. Check numbers: 1124; 305646; 305751; 305777; 305809; 305811; 305821; 305838; 305866; 305922; 305985; 306042; 306067; 306130; 306147; 306170; 306186; 306217; 306235; 306281; 306310; 306344; 306409; 306432; 306448; 306455; 306506; 306507; 306517, and 306577.
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$178,482, and total expenditures equal \$2,665,222. Therefore, the school's cash reserve level is 6.70%, which exceeds the recommended 5%.



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6. A copy of the charter school’s organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school’s financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Monseñor Oscar Romero Charter Middle. No discrepancies were noted.
8. YPI Charter Schools, Inc. disclosed a legal claim pertaining to an employment dispute filed against YPI Charter Schools, Inc. in June 2018. According to the school’s Executive Director, there are currently no potential risks of a material impact on the financial viability of the organization.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
16. Evidence of Bert Corona Charter High offering STRS and/or Social Security benefits to its employees and proof of payment was provided.
17. Equipment inventory was provided.
18. The 2018-2019 LCAP was submitted to LAUSD.
19. The EPA allocation and expenditures are posted on the charter school’s website.
20. The 2017-2018 audited and unaudited actuals nearly mirror each other.
21. YPI Charter Schools, Inc.’s fiscal policies and procedures include policies regarding petty cash. However, the school declared that it currently has no petty cash accounts.

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>15. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school’s budget; and 10. Governing board approved LCAP is posted on the charter school’s website. 	
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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SCHOOL NAME: Bert Corona Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/3/2019

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Coversheet

Independent Study Policies and Procedures

Section: V. Items Scheduled For Action
Item: D. Independent Study Policies and Procedures
Purpose: Vote
Submitted by:
Related Material: YPICS-Independent Study Policy and MA.pdf



INDEPENDENT STUDY – GOVERNING BOARD POLICY

The Governing Board of YPI Charter Schools (“YPICS”) authorizes independent study as an optional educational alternative for students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer YPICS students a means of individualizing the educational plan with a flexible schedule personalized to students’ needs and enabling students to reach curriculum objectives and fulfill graduation requirements.

In accordance with Education Code Section 47607, YPICS has adopted the following policies:

Maximum Length of Assignment

To foster each participating student’s success in independent study, the Governing Board establishes the following maximum length of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

- *20 school days for students in all YPICS programs and grades 5-12*

Evaluation After Missed Assignments

When any participating student fails to complete **three independent study assignments** in a period of **20 school days**, an evaluation shall be conducted to determine whether it is in the student’s best interest to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Master Agreement

The Principal or designee shall ensure that a written independent study master agreement, as prescribed by law, exists for each participating student, including but not limited to all the following:

- ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- ◆ The specific resources, including materials and personnel, that will be made available to the pupil.
- ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

YPICS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

The Principal shall establish procedures to implement these policies in alignment with applicable law.



YPICS INDEPENDENT STUDY – PROCEDURES

In accordance with the Governing Board’s Policy on Independent Study, the following procedures have been adopted to ensure consistent implementation of independent study:

Equivalency

YPICS’s independent study shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the charter’s adopted course of study for middle school promotion and a high school diploma. YPICS students in independent study shall have access to the same services and resources that are available to other students in their school of residence. (5 CCR 11701.5)

Eligibility for Independent Study

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program (“IEP”) specifically provides for such participation. (Education Code 51745(c)).

Evaluation After Missed Assignments

After three (3) missed assignments in a 20-school day period, an evaluation shall be conducted by and Evaluation Committee comprised of the Principal and/or designee and two (2) teachers who are not the teacher of the student at issue and the teacher of record to determine whether it is in the best interests of the pupil to remain enrolled in independent study. A scheduled missed appointment between an YPICS Student and any employee or service provider of YPICS will be considered the equivalent of a missed assignment. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil’s mandatory record. The evaluation may consider some or all of the following:

- a. Attendance based on completion of assignments as quantified by the credentialed teacher;
- b. Punctual attendance at scheduled appointments;
- c. Student preparedness for scheduled appointments;
- d. Student demonstration of adequate and appropriate progress toward Common Core State Standards and graduation requirements;

As part of the evaluation process, the parent (or student over the age of 18) will be invited to present evidence to the Evaluation Committee. Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the parent(s) shall be provided an opportunity to appeal the decision to disenroll the pupil in accordance with the following procedure:

- i. Parent(s) (or student over the age of 18) will be notified of the decision and opportunity to appeal the decision.
- ii. Parent(s) (or student over the age of 18) may assert counter arguments and present evidence in support of maintaining the student’s enrollment in the independent study.

- iii. Parent(s) shall have no more than forty-five (45) minutes to present any arguments and/or evidence to the Evaluation committee.

The Evaluation Committee shall issue its decision to the parent(s) (or student over the age of 18) within five (5) days of the Evaluation Committee meeting. The ultimate decision of the Evaluation Committee shall be final and binding upon the parent(s) and student and cannot be subsequently challenged.

Students with a Section 504 Plan or IEP:

If the student who missed more than three (3) assignments has a Section 504 Plan or IEP, the Charter School shall conduct a manifestation determination (“MD”) prior to convening the Evaluation Committee to evaluate whether the student missed assignments as a result of:

- i. The student’s disability; or
- ii. The Charter School’s failure to properly implement the student’s Section 504 Plan or IEP.

If the answer to either (1) or (2) above is yes, then the missed assignments are a manifestation of the student’s disability.

If the MD finds that the cause of student’s missed assignments is a manifestation of the student’s disability, the Charter School shall convene an IEP Meeting or Section 504 Meeting to ensure that student is offered a free appropriate public education. YPICS shall provide parent(s) (or student over the age of 18) with the applicable Procedural Safeguards.

If the answer to the above, is no, the Evaluation Committee may proceed as described above.

Student Rights and Responsibilities

In addition to the Evaluation process described above, independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the supervising teacher and/or counselor
3. A meeting between the student and the principal, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

Administration of Independent Study

Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the Principal shall be to:

1. Ensure that YPICS’s independent study is operated in accordance with law, Board policy and administrative regulation
2. Approve the participation of all students enrolling
3. Facilitate the completion of written independent study agreements

4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
5. Authorize the selection of staff to be assigned to supervise independent study
6. Complete or coordinate the preparation of all necessary records and reports
7. Establish and maintain in a systematic manner all records required by law, Board policy and administrative procedures.

Supervising Teachers

The principal shall recommend and approve the assignment of supervising credentialed teachers to directly supervise independent study.

The teacher supervising independent study shall:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Assess all student work and determine and assign grades or other approved measures of achievement
4. Personally, judge the time value of assigned work or work products completed and submitted by the student
5. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, in accordance with item #3 in the section on "Records" below
6. Maintain a daily engagement register in accordance with item #4 in the section on "Records" below
7. Maintain any other required records and files on a current basis

Records

For audit purposes, the Principal or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

1. A copy of the Governing Board policy, administrative procedures related to independent study
2. A separate listing of the students by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students and identifying course credits attempted by and awarded to students in grades 5-12, as specified in their written master agreements
3. A file of all agreements, with representative samples of each student's work products.
4. A daily attendance register, which is based upon a contemporaneous record of the daily engagement of students on instructional activities required by YPICS on days that school is taught at YPICS; and the time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Principal or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.



YPICS
INDEPENDENT STUDY WRITTEN MASTER AGREEMENT

Student name:	Student #:	Grade level:
Address:	Age:	Birth date:
City:	Zip code:	Phone #: 2 nd Phone #
School of enrollment/program placement:		
Duration of agreement:	Beginning date:	Ending date:

Objectives, Methods of Study, Methods of Evaluation, and Resources: Additional information and the specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the **assignment and work record forms** provided for each course assigned, which are fully incorporated as part of this agreement, and any subsidiary agreements are also part of this agreement.

Method of Study: Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to: Independent Reading Textbook Activities Problem Solving Study Projects Drill & Practice Experiential Learning Computerized Curriculum Web/Internet Research Library Research Field Trips Learning Center Courses Other _____.

Method of Evaluation: Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to: Teacher-made Tests Student Conferences Progress/Report Cards Chapter/Unit Tests Work Samples Observations Portfolios State Standards Testing CA High School Exit Exams Learning Journals Presentations Quizzes Labs Finals Other _____.

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Objectives: We understand that the student is to complete the subjects/courses listed below, and that subject/course objectives reflect the curriculum adopted by YPICS' governing board and are consistent with charter school standards, as outlined in the charter school's subject/course descriptions.

Course Credits to be Earned Upon Completion:

Subjects/Courses (8)	Course Credits (8)	Subjects/Courses	Credits

Additional Classes: If the student satisfactorily completes all of the above subjects/courses before the ending date of the agreement, one or more courses/subjects may be added to the agreement if the agreement is re-signed and re-dated by the teacher and the student.

Reporting: We understand that students are required to report to their teacher(s) as scheduled.
Manner of reporting: _____ Frequency: _____

Day: _____ Time: _____ Place: _____

Board Policies: We understand that according to the charter school policy for **grades 5 through 12**, the maximum length of time allowed between the assignment and the date the assignment is due is **20 school days**. After 3 missed assignments, an evaluation will be made to determine whether it is in the best interest of the pupil to remain in independent study. independent study is an appropriate strategy for this student.

Voluntary Statement:

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Quality and Quantity; Rights and Privileges; Resources and Services: The independent study option is to be substantially equivalent in quality and quantity to classroom instruction. Students who choose to engage in independent study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

Acknowledgement of Responsibilities

Students Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child’s scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child’s placement in accordance with YPICS Independent Study Procedures.

Independent Study Teachers Agreement

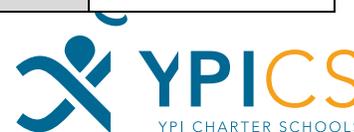
- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Signatures and Dates: We have read and understand the terms of this agreement and agree to all the provisions.

Student:		Date:	
Parent/Guardian/Caregiver:		Date:	
Supervising Teacher:		Date:	
Guidance/college Counselor:		Date:	
Other teacher:		Date:	

Other teacher/assisting personnel:		Date:	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		Date:	



YPICS Assignment and Work Record Form 2018-2019 (SAMPLE)

Name: TBD	Start Date:	Course Title: English Language Arts 9 A
Instructor: TBD	End Date:	
Regular Appointments are required between the teacher and student on the following schedule: Frequency: 1 x per week Starting (Date): Time: between 8:00am and 3:00pm Place:		
Teacher's Signature:		Effective Date:
Course Objectives: The student will demonstrate mastery in the following major topics: <ol style="list-style-type: none"> 1. Writing a Narrative about Overcoming a Challenge 2. Vocabulary with Word Parts and Context Clues 3. The Epic Hero's Quest 4. Individuality and Conformity 5. Imagery and Symbolism 		
Method of Study: <ol style="list-style-type: none"> 1. In-person check in and instructional workshop attendance: access to credentialed teacher for one-on-one and small group tutoring 2. Independent study: online curriculum via Diploma Plus Competency-Based Learning Platform 3. 		
Method of Evaluation: <ol style="list-style-type: none"> 1. Teacher observation during in-person tutorial 2. DP Competency Rubrics (Mastery level is proficient or better) 3. Review of students practice problems for accuracy and completion 4. Competency assessments both formative and summative 		
Description of major learning activities and/or study materials: Study Materials: Ebook, Diploma Plus learning platform Computer-based instructional opportunity: Chromebook provided for self-paced online curriculum and applications Supplemental instructional support: Tutor.com, Achieve 3000, IReady, and other school adopted programs targeted lessons, access to teacher by phone, online video chat, e-mail (embedded within platform and provided chrome applications). Other: _____		
Specific Assignments and Evaluations with Samples Attached (links) 1.		
Supervising Teacher's Signature		Date:
Supervising Teacher Comments (circle one) Advanced: Student exceeds requirements and demonstrates strong mastery of the content. Proficient: Student meets requirements and demonstrates mastery of the content. Bridging: Student meets some requirements and demonstrates some mastery of the content. Emerging: Student does not meet requirements. Does not have mastery of the content. No Evidence:	Competency attainment / Letter Grade:	Percent of Work Completed in this time period:



For Student completion:

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Student– Please fill in date and **initial** on subjects in which student was engaged in an assigned instructional activity on each day that Matrix is in session.

Student Signature: _____ Date: _____

For Supervising Teacher Completion:

- a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session: _____
- b. Time Value of Student Work Product (measured in days): _____

Attendance Approved by Teacher: _____ [insert lesser of a & b]

Signature of Supervising Teacher _____ Date: _____