

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday December 7, 2020 at 6:00 PM PST

Location

Join Zoom Meeting

<https://exed.zoom.us/j/98688435651?pwd=a0JCYVIUVW5aT3cxNjd6dHY1WGxTZz09>

Meeting ID: 986 8843 5651

Passcode: 742954

One tap mobile

+16699006833,,98688435651# US (San Jose)

+16692192599,,98688435651# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 986 8843 5651

You may join the meeting via your computer and/or phone.

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 October 26, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

	Purpose	Presenter	Time
F. Approval of November 23, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
G. Approval of December 07, 2020 Board Public Hearing Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications **6:06 PM**

A. Presentations from the Public	FYI	Mary Keipp	5 m
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Any persons present desiring to address the Board of Directors on any proper matter.

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

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

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

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

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

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 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.

B. Modified Meeting Procedures During COVID-19 Pandemic	FYI	Mary Keipp	5 m
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Instructions for Presentations to the Board by Parents and Citizens

Purpose Presenter Time

The YPI Charter 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.

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor’s executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conference, or other mass events.” The Governor’s executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor’s Stay at Home executive order and the Los Angeles County’s “Safer at Home” Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of “speaker cards” available at meetings. <https://bit.ly/2Xtb5xx>
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

III. Items Scheduled For Information			6:16 PM
A. COVID-19 Reopening Update	FYI	Yvette King-Berg	5 m
B. 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.

	Purpose	Presenter	Time
C. Board Committee Reports	FYI		5 m
D. Special Education Report - COVID19	FYI	Vashon Nutt	5 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	Larry Simonsen	5 m
I. Executive Director's Report	FYI	Yvette King-Berg	5 m

IV. Consent Agenda Items 7:01 PM

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	Mary Keipp	1 m
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1. Recommendation to approve the revised Uniform Complaint Procedures.

V. Items Scheduled For Action 7:02 PM

A. Annual Performance-Based Oversight Visit Reports from 2019-2020 for BCCHS, BCCS, and MORCS	Vote	Yvette King-Berg	5 m
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YPICS Board to receive, review, and discuss the Annual Performance-Based Oversight Visit Reports from 2019-2020 for BCCHS, BCCS, and MORCS.

B. LAUSD Certification of Board Compliance Review	Vote	Yvette King-Berg	5 m
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	Purpose	Presenter	Time
Recommendation to approve LAUSD Certification of Board Compliance Review			
C. Material Revisions for YPICS to LAUSD	Vote	Yvette King-Berg	5 m
Recommendation to approve submission of Material Revisions for YPICS to LAUSD due Required District Policy regarding Governance			
D. YPICS October 2020 Financials	Vote	Irina Castillo	10 m
E. First Interim Report	Vote	Irina Castillo	10 m
Recommendation to approve the First Interim Report			
F. Budget Overview for Parents as per SB 820	Vote	Irina Castillo	5 m
Recommendation to adopt the Budget Overview for Parents as per SB 820			
G. LCFF Budget Overview for Parents	Vote	Irina Castillo	5 m
Recommendation to adopt the LCFF Budget Overview for Parents			
H. Learning Loss Mitigation Technology Purchase	Vote	Yvette King-Berg	5 m
Recommendation to approve Learning Loss Mitigation Technology Purchase.			
VI. Announcements			7:52 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
VII. Closing Items			7:54 PM
A. Adjourn Meeting	Vote		

Coversheet

Approval of October 26, 2020 Board Meeting Minutes

Section:	I. Opening Items
Item:	E. Approval of October 26, 2020 Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on October 26, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Monday October 26, 2020 at 6:00 PM

Location

Virtual meeting will be held via Zoom.

<https://exed.zoom.us/j/92857395553?pwd=YUINT1vL0JVZ0RYNXZnbmx4eldmQT09>

Meeting ID: 928 5739 5553

Passcode: 933503

One tap mobile

+16699006833,,92857395553# US (San Jose)

+16692192599,,92857395553# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 928 5739 5553

Find your local number: <https://exed.zoom.us/u/ad0lG6jhDO>

You may join the meeting via your computer and/or phone.

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote)

Trustees Absent

S. Mendoza, W. Njboke

Guests Present

I. Castillo (remote), L. Simonsen (remote), R. Duenas (remote), R. Quon (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 Monday Oct 26, 2020 at 6:05 PM.

C.

Additions/Corrections to Agenda

There were no corrections or additions to the agenda.

D. Approval of September 28, 2020 Board Meeting Minutes

C. Lopez made a motion to approve the minutes from Regular Board Meeting on 09-28-20.

D. Cho seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Information

A. Committee/ Council Reports

Mr. Duenas presented the SAC committee report and the school success plans.

B. Board Committee Reports

C. Facilities Update

IV. Consent Agenda

A. Background

B. Consent Items

M. Green made a motion to approve the consent agenda.

C. Lopez seconded the motion.

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

Roll Call

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

V. Items Scheduled For Action

A.

FY20-21 Revised YPICS Budgets

The YPICS FY 20-21 budget originally assumed a 10% cut to funding in June, but the state budget now reflects no decrease or increase to LCFF. The revised budget includes one-time mitigation funds, necessary COVID related expenditures, unfreezing salaries and a new credentialed salary table.

C. Lopez made a motion to the revised YPICS FY20-21 budget.

M. Green seconded the motion.

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

Roll Call

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

B. 20-21 YPICS School Success Plans

M. Green made a motion to approve the 20-21 YPICS School Success Plans.

D. Cho seconded the motion.

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

Roll Call

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

C. COVID-19 Lottery Updated Enrollment Process

C. Lopez made a motion to approve the proposed modifications to lottery enrollment process in light of COVID-19.

M. Green seconded the motion.

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

Roll Call

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

D. Board Resolution 2020-8: Interagency Loan Agreement

As the high school may not have the operating cash necessary until deferred funds arrive, the high school would like to have the option to temporarily borrow Monsenor Oscar Romero via an interagency loan. Currently, there is an interagency loan agreement between the high school and Bert Corona, although Bert Corona is faced with challenges obtaining federal draw downs for GEAR UP grants due to the closure of YPI. The loan would be interest free and repaid once the high school receives its deferred funding.

C. Lopez made a motion to approve an interagency loan agreement of up to \$600,000 between Bert Corona Charter High School and Monsenor Oscar Romero Charter School.

D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. CCU Credit Card Issuance Changes

C. Lopez made a motion to approve the California Credit Union credit card issuance changes.

M. Green seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. Facilities: White Oak Lease

M. Green made a motion to approve the updated Learning and Support Center lease.

D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Cho Aye
W. Njboke Absent
M. Keipp Aye
S. Mendoza Absent
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 6:54 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of November 23, 2020 Board Meeting Minutes

Section: I. Opening Items
Item: F. Approval of November 23, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on November 23, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Monday November 23, 2020 at 5:00 PM

Location

Join with Google Meet

meet.google.com/som-yxxi-who

Join by phone

(US) [+1 208-718-1708](tel:+12087181708) (PIN: 418456170)

You may join the meeting via your computer and/or phone.

Trustees Present

C. Lopez (remote), M. Green (remote), M. Keipp (remote), W. Njboke (remote)

Trustees Absent

D. Cho, S. Mendoza

Guests Present

I. Castillo (remote), R. Duenas (remote), R. Quon (remote), 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 Monday Nov 23, 2020 at 5:09 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Action

A. Conflict of Interest Code

C. Lopez made a motion to approve the proposed Conflict of Interest Code.

W. Njboke seconded the motion.

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

Roll Call

S. Mendoza Absent

W. Njboke Aye

C. Lopez Aye

M. Green Aye

M. Keipp Aye

D. Cho Absent

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the YPI Charter Schools, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all members of the Board of Trustees ("Board") and all other designated employees of the YPI Charter Schools, Inc. ("Charter Schools"), as specifically required by California Government Code Section 87300. The Charter Schools will comply with Government Code Section 1090, et seq., and the Political Reform Act, as set forth in Education Code Section 47604.1. This policy will also be provided to LA County for approval to comply with recent changes in state law.

B. Health and Safety Policy

C. Lopez made a motion to approve the Health and Safety Policy.

M. Green seconded the motion.

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

Roll Call

M. Green Aye

W. Njboke Aye

M. Keipp Aye

D. Cho Absent

S. Mendoza Absent

C. Lopez Aye

It is the policy of the Youth Policy Institute Charter Schools, Inc. ("YPICS" or the "Charter School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. YPICS is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:33 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

COVID-19 Reopening Update

Section: III. Items Scheduled For Information
Item: A. COVID-19 Reopening Update
Purpose: FYI
Submitted by:
Related Material: YPICS ED Letter to Parents 12042020 (4).pdf



December 4, 2020

Dear YPICS Families,

We understand that some of you have received a survey from LAUSD regarding their school survey for next semester. I want to assure you that as long as your child remains enrolled at Bert Corona Charter High School, Bert Corona Middle School, or Monseñor Oscar Romero Charter School, they will continue to have access to their currently assigned teachers.

School Reopening Plans

We continue to monitor COVID-19 cases and closely follow the guidance from state and local public health leaders. The cases in the great LA Area are approaching levels we haven't seen since the peak of this crisis in the summer. One of the current challenges we are facing is the change in temperature now compared to spring and summer. COVID-19 rates are expected to continue to rise with the colder weather and holiday gatherings.

We want to be as transparent as possible in terms of plans for reopening. We do value your feedback and look forward to receiving our Youth Truth survey results. As of now we will continue to work toward serving our most vulnerable students in small groups in January, and we do not anticipate that we will be able to bring back larger groups on campus until after mid-March.

We will keep you posted. We believe this transparency will provide our staff, students, and parents with the ability to move full steam ahead with distance learning and make it a dynamic time of learning and discovery.

On behalf of YPICS, we will do our best to care for your child and provide you with the tools your child needs to thrive in distance learning.

Sincerely,

A handwritten signature in black ink that reads "Yvette King-Berg".

Yvette King-Berg
Executive Director



4 de diciembre de 2020

Estimadas familias de YPICS,

Entendemos que algunos de ustedes han recibido una encuesta del LAUSD con respecto a su encuesta escolar para el próximo semestre. Quiero asegurarles que mientras sus hijos permanezcan inscritos en Bert Corona Charter High School, Bert Corona Middle School o Monseñor Oscar Romero Charter School, seguirán teniendo acceso a sus maestros asignados actualmente.

Planes de reapertura de escuelas

Continuamos monitoreando los casos de COVID-19 y seguimos de cerca la guía de los líderes de salud pública estatales y locales. Los casos en la gran área de Los Ángeles se están acercando a niveles que no habíamos visto desde el pico de esta crisis en el verano. Uno de los retos actuales a los que nos enfrentamos es el cambio de temperatura actual en comparación con la primavera y el verano. Se espera que las tasas de COVID-19 sigan aumentando con el clima más frío y las reuniones festivas.

Queremos ser lo más transparentes posible en términos de planes de reapertura. Valoramos sus comentarios y esperamos recibir los resultados de nuestra encuesta de Youth Truth. A partir de ahora, continuaremos trabajando para atender a nuestros estudiantes más vulnerables en grupos pequeños en enero, y no anticipamos que podamos traer grupos más grandes al campus hasta después de mediados de marzo.

Los mantendremos informados. Creemos que esta transparencia brindará a nuestro personal, estudiantes y padres la capacidad de avanzar a toda máquina con el aprendizaje a distancia y convertirlo en un momento dinámico de aprendizaje y descubrimiento. En nombre de YPICS, haremos todo lo posible para cuidar a su hijo y brindarle las herramientas que su hijo necesita para prosperar en el aprendizaje a distancia.

Sinceramente,

Yvette King-Berg
Directora Ejecutiva

Coversheet

Committee/ Council Reports

Section: III. Items Scheduled For Information
Item: B. Committee/ Council Reports
Purpose: FYI
Submitted by:
Related Material:
MINUTES_School Advisory Council MORCS 12_2_2020 - Google Docs.pdf



School Advisory Council
December 2, 2020

MINUTES

Members Present.

Students	Parents	Teachers / Staff	
Madison Alvarado (6)	Frances Rodriguez	Deandre Davis	Oscar Montes Sarabia
Gael Gudino (7)	Diego Gonzalez	Paul Duran	Marco Castaneda
Emerson Gutierrez (8)	Denice Melara	Sydney Jones	Rene Quon

✓ Quorum is met (Y)

Item 1. **Call to Order**

- 4:04pm

Item 2. **Officers**

- Chairperson (Facilitate + Plan)
 - Sydney Jones
- Vice-Chairperson (Co-facilitate + Plan)
 - Deandre Davis
- Secretary (Notes)
 - Oscar Montes Sarabia
- Parliamentarian (Time-keeper / Norms)
 - Madison Alvarado
- Chair will meet with Officers before next meeting
 - Will meet before next meeting

Item 3. **School Campus Reopening Update**

- Not opening in January
- Possible future opening tbd

Item 4. **LCAP: Review of Financials:**

- [Current 2020-21 Budget](#)
- According to the financial report, YPICS are projected to have a strong operating income to begin the year. Include the funding projections for 2020-21 including Federal, State, and local ADA funding as well as reserves. The schools will be able to operate in the event that funding is deferred.
- Funding based on ADA and attendance (2019-20)
- Previously thought 10% budget reduction was incorrect, state will continue to fully fund (potential deferrals)
- Budget from 2020-2021 should be the same as it was for 2019-2020
- Morcs/Potential savings from numerous unnecessary allocations

Item 5. **Enrollment / outreach**

- Website / social media
- [mail out flyers to local residents](#)
- banners on Vermont
- Incentivize referrals with staff/families
- feeder school presentations
 - follow up on schedules
- radio commercial or billboard
- ad on facebook?
- 6th grade, about 33 students below enrollment goals
- Currently low enrollment numbers for 6th grade, <5
- Potential Morcs Tik Tok account

Item 6. **Next Meeting**

- Followup on outreach initiatives (and enrollment)
- invite Irina from Exed to answer budget questions (either next meeting or the one after)
- Go over iready testing results
- discuss charter renewal
- **Wed, Feb 3rd @4pm?**

Item 7. **Public Comments**

- Touchless sinks are being installed
- Will create Google Classroom for SAC team

Item 8. **Adjournment**

- 4:40pm

** Indicates Voting Item*

Coversheet

Special Education Report - COVID19

Section: III. Items Scheduled For Information
Item: D. Special Education Report - COVID19
Purpose: FYI
Submitted by:
Related Material:
School Board Directors Report 12-7-2020 (Director of Special Education) (2).pdf



**Monseñor Oscar Romero,
Bert Corona Charter High School,
&
Bert Corona Charter Schools**

Report Agenda Item: Director's Report

Position: Director of Special Education

School Site: MORCS/BCCHS/BCCS

Purpose: For Board Information

Submitted by: Vashon Nutt

Background:

Monseñor Oscar Romero Charter School

Students with IEPs comprise nearly over 10% of the school population

Bert Corona Charter High School

Students with IEPs comprise nearly 25% of the school population

Bert Corona Charter School

Students with IEPs comprise over 20% of the school population

Special education was always a hot topic during what we knew as “normal times.” Covid-19, and the subsequent school closures, has not removed the spotlight away from special education. However, we are in very uncertain times, and uncharted territory.

Our Special Education teams on each campus are working diligently to provide support and services to meet the needs of our most vulnerable students. They are working along side general education teachers to provide support in the general

education setting, virtually of course. SPED teachers are also meeting with students in small groups and making themselves available for “office hours” and drop-ins.

We are now in the process of planning to bring students to campus for assessments and small group sessions. Since there is no exception to the law to provide timely assessments/evaluations, this is the priority.

Next Steps:

- Ensure classrooms are set up for success
- Ensure all PPE is available and in use
- Ensure service providers are informed and given advance notice of DPH clearance
- Students and staff have documented negative COVID-19 test results
- Identify cohort list of students requiring assessments
- Identify cohort list of students requiring small group instruction/support
- Stay in compliance with LAUSD’s guidance
- Ensure adequate plans are in place to monitor for safety protocols.

Coversheet

Executive Director's Report

Section: III. Items Scheduled For Information
Item: I. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: EXECUTIVE DIRECTOR report 12-7-20 .pdf

EXECUTIVE DIRECTOR'S REPORT

December 7, 2020

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:

“PPIC Report Examines K-12 Education Funding During Recessions”

posted October 26, 2020

A recently released Public Policy Institute of California (PPIC) report, entitled *Funding California Schools When Budgets Fall Short*, examines the state’s K—12 funding structure, analyzes the cost pressures and potentials cuts that school district face under the COVID-19 recession, and offers policy recommendations that could help make K—12 education a less volatile funding system.

Funding Sources

While all states fund their K—12 systems by a combination of state, local, and federal funds, California’s system relies more significantly on state funding than the average state does. The report highlights that of the \$88 billion spent on K—12 education during the 2017-2018 school year, 58% (\$50.8 billion) came from the state, 34% (\$29.8 billion) came from local sources, and 8% (7.5 billion) came from the federal government. For the average state on the other hand, state and local contributions to K—12 education are roughly equal.

Since nearly 60% of California’s K—12 funding comes from the state’s General Fund, that means that the bulk of education funding is reliant on the volatile revenue structure that makes up the General Fund, which is financed by the “Big Three” state taxes—personal income (about 70% of the total), sales and use (20%), and corporation (10%). Since approximately 40% of the General Fund is allocated to K—14 education, this means that education funding is especially vulnerable to this volatility and is hit harder during economic recessions than other states that rely more on local resources than California does.

Local Impacts

The report explains that the best policy tool that school districts have to prevent cuts to programs and staff during a weak economy is to build a healthy local reserve during good economic times and to draw down from that reserve during an economic downturn when lawmakers are likely to cut spending or utilize deferrals in order to balance the State Budget. However, the report also recognizes that, while many of the state's school districts were able to build healthy reserves during the economic recovery from the Great Recession, the COVID-19 recession has the potential to be significantly worse on district finances, as there are a lot of new, unique fiscal and safety challenges that districts must consider.

For starters, school districts are facing new technological demands under distance learning, such as ensuring each student has a computer and reliable internet service in order to provide adequate and will need to implement new health, safety, and cleaning measures in order to mitigate the potential prolonged closures as well as the mental health issues students are likely facing as a result of schools being shut down. Districts will need to deal with all of these new demands and cost pressures while also continuing to provide expanded access to school meals for students.

The next SBE meeting will take place January 13—14, 2021.

To adequately address these key issues, school districts will need significant additional resources at a time when districts are bracing themselves for potential cuts to state k—12 spending over the next several fiscal years.

Recommendations

The report highlights the dire fiscal realities that school districts are facing during this unprecedented time and challenges lawmakers to consider actions that lessen the volatility in school funding. The report offers the following broad recommendations for the Legislature to consider:

- Avoid policies that disproportionately impact disadvantaged students when balancing budgets
- Develop a more robust statewide K—12 reserve to insure against large, system-wide shocks
- Encourage districts to build up local reserves in the next recovery

While these recommendations have merit, it is important to point out that state K—12 education spending is almost entirely funded via the local Control Funding Formula (LCFF), which provides more funding to school districts that have high percentages of low-income, English learner, and foster youth students through supplemental and concentration grants. This means that it may be difficult for lawmakers to reduce state K—12 spending without disproportionately affecting these disadvantaged student populations that generate more LCFF dollars.

The other two recommendations may conflict with each other under current state law. The state's K—14 reserve, the Public-School System Stabilization Account (PSSSA), was created

under Proposition 2 (2014) and ensures that a deposit is made into the account if four criteria are met. However, Senate Bill (SB) 751 (Chapter 674, 2017) caps school district reserve levels (except for basic aid and small school districts) to 10% of their combined assigned or unassigned ending General Fund balance.

To have both a robust statewide reserve for school districts and allow districts to significantly build their reserves at the same time, lawmakers would need to either amend SB 751 to allow districts more leeway in building their reserves or establish a new statewide reserve for school districts and allow districts to significantly build their reserves at the same time, lawmakers would need to either amend SB 751 to allow districts more leeway in building their reserves or establish a new statewide reserve account that is separate from the PSSSA, and thus, does not have reserve cap implications from school districts.

Nevertheless, the report concludes that it is prudent for state policymakers to consider a long-term view of school finance policy and enact corresponding legislation to maintain a stable funding structure and ensure that the cycle of education cuts during an economic recession does not become the long-term status quo.

**“SBE Adopts Condensed Smarter Balanced Exams for Springs 2021”
Posted November 10, 2020**

At its November 5, 2020, meeting, the State Board of Education (SBE) unanimously adopted a condensed, temporary version of the English language arts (ELA) and mathematics Smarter Balanced assessments for the 2020-21 school year, which will reduce the length of the exams by approximately half.

While the U.S. Department of Education (ED) allowed states to waive their summative assessment requirements for the 2019-20 school year due to COVID-19, ED Secretary Betsy DeVos sent a [letter](#) to all chief state school officers on September 3, 2020, informing them that they should not be anticipating such a waiver for the 2020-21 school year and setting the expectation for states to administer exams this upcoming spring.

To balance the federal requirement of testing with the additional burdens on students and teachers during this unique school year, the California Department of Education (CDE) proposed a condensed version the ELA and mathematics Smarter Balanced assessments that seeks to maximize flexibility for local educational agencies (LEAs) while also keeping critical elements of the infrastructure intact. The revised blueprints will ensure that LEAs are able to meet the federal testing requirements, but also reduce the length of the exams from about seven or eight hours down to three or four. In addition, the timeline for administering the shorter Smarter Balanced assessments will be delayed as the revised assessments are not expected to be released until late February 2021.

According to CDE staff, these shorter assessments provide results comparable to their full versions with little loss of precision when evaluating the performance of LEAs and schools. The CDE also provided an example of the type of student progress report that will be sent to families so that they can gauge how well their student did on these exams.

During the public comment period, the California Teachers Association recommended that the SBE push for another assessment waiver rather than adopting the condensed testing blueprint. Other stakeholders—including the Association of California School Administrators and the California County Superintendents Educational Services Association—testified that they were supportive of the shortened LEAs and parents is consistent. They also requested that the CDE provide guidance and training for administering these condensed assessments that will be administered using multiple options: in-person, remote, or a hybrid of the two.

There were a handful of equity organizations and SBE members that wanted to know how the modified assessments would affect both the 2021 California School Dashboard (Dashboard) and the student growth model that the CDE is currently developing. CDE staff said that they do not have a definitive answer as to how the condensed exams will affect the growth model and Dashboard, but that they will be able to decouple the results of these exams from the other testing data in order to analyze its effect on the state’s accountability system.

SBE President Linda Darling-Hammond also said that a change in presidential administrations could alter the framework around how spring testing is viewed federally. This response could be foreshadowing that the SBE may eventually pursue a waiver under the Biden Administration once a new ED Secretary is confirmed by the U.S. Senate.

While there is a chance that the new Biden Administration will consider a waiver for the 2020-21 testing, we recommend that LEAs operate as if they will be administering these SBE-approved condensed Smarter Balanced assessments (for which you can find more information on the blueprints at cde.ca.gov)The CDE has committed to working with LEAs on the administration of these exams and will be issuing guidance that includes flexible options to meet the unique contexts of each LEA and school.

The next SBE meeting will take place January 13—14, 2021

District:

On November 2, 2020, two LAUSD board races were decided: Board District 3 and Board District 7. The results: Marilyn Koziatek was unsuccessful in BD 3 and Tanya Ortiz Franklin was successful in BD 7. This result has significantly changed the composition of the board and hopefully, a future review and revision to LAUSD’s plans for implementation of AB 1505 will become a reality.

The first wave of charter renewal went before the LASUD Board on November 24, 2020. There are forty-two (42) renewals up this year. We will watch carefully as we plan for the renewal of Monseñor Oscar Romero CS in the 2021-22 school year.

YPICS:

June 30, 2020 Audit-

The California Department of Education (CDE) and State Controller's Office (SCO) has extended the submission deadline for the June 30, 2020 audit from December 15, 2020 to March 31, 2021 due to changes in federal compliance requirements. Our Auditors, CLA, are awaiting an addendum related to federal compliance standards related to CARES Act funding which may also impact audit procedures for other federal program. The YPICS Consolidated audit will be presented to the YPICS Board of Trustees at the March regular board meeting.

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:
Recommendation to Approve Revised YPICS Uniform Compliant Procedure Final.pdf



YPI CHARTER SCHOOLS

December 7, 2020

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve revised YPICS Uniform Complaint Procedures Instrument

BACKGROUND

On October 23, 2020, the California Department of Education (CDE) notified County and District Superintendents and Charter School Administrators that revisions had been made to the 2020-21 Uniform Complaint Procedures (USP) Instrument used for the Federal Program Monitoring (FPM) reviews.

“The UCP Instrument is comprehensively developed and annually revised in response to new legislative activity regarding federal or state law, new regulations, and court cases that pertain to the UCP. Due to the recent publication of the *revised California Code of Regulations (CCR)* Title 5, Chapter 5.1, effective on July 1, 2020, the current 2020-21 UCP Instrument has now been revised and is available on the CDE website.

“According to the California Code of Regulations, Title 5 Section 4620, each LEA shall have the primary responsibility to ensure compliance with the applicable state and federal laws and regulations applicable to the UCP. Using the updated UCP Instrument as a standard, LEAs are to thoroughly examine their own UCP materials and determine whether or not they are compliant. If they are not, the LEA is to update them accordingly in order to achieve compliance.”

ANALYSIS

MYC revised the YPICS UCP according to the CDE standards and the revised UCP is here for Board review. The document also replaces the UCP included in the Student Handbook.

RECOMMENDATION

It is recommended that the Board of YPI Charter Schools approve the revised Uniform Complaint Procedures Instrument.

Coversheet

Annual Performance-Based Oversight Visit Reports from 2019-2020 for BCCHS, BCCS, and MORCS

Section: V. Items Scheduled For Action
Item: A. Annual Performance-Based Oversight Visit Reports from 2019-2020 for BCCHS, BCCS, and MORCS
Purpose: Vote
Submitted by:
Related Material:
YPIOSCAR_8196_-_Annual_Performance-Based_Oversight_Report_2019-2020.pdf
YPIBERT_8054_-_Annual_Performance-Based_Oversight_Report_2019-2020.pdf
YPIVALLEY-HS_7598_-_Annual_Performance-Based_Oversight_Report_2019-2020_2.pdf



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR** **FOR**

MONSEÑOR OSCAR ROMERO MIDDLE - 8196

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: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

* 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.

Charter School Name:		Monseñor Oscar Romero			Location Code:	8196
Current Address:			City:	ZIP Code:	Phone:	Fax:
2670 W. 11 th Street			Los Angeles	90006	213-413-9600	
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2017 to June 30, 2022				2	Central	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
353		375		6-8	6-8	
Total Number of Staff Members:		Certificated:	Classified:			
34		17	17			
Charter School's Leadership Team Members:		Mary G. Keipp, Board Chari; Yvette King-Berg, ED; Rene Quon, EA, Ruben Dueñas, COO; Yesenia Zubia, HR Coordinator; Irina Castillo, Ex Ed.				
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:		CSD Fiscal Services Manager:				
Dr. Blanca Alves-Monaster		Remedios Dizon				
Other School/CSD Team Members:		Yolanda Jordan, Specialist; Taylor Wichmanowski, Specialist; Emmaliza Baquir, Fiscal Manager				
Oversight Visit Date(s):		Fiscal Review Date (if different):				
November 20, 2019		N/A				
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):		Berendo Middle School		
Yes, via Long-Term Lease		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		May 1st through 17, 2019		

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	2	2	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 11/20/2019

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 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 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: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G2) The Governing Board complies with most material provisions of the Brown Act. Per evidence in Binder 1:</p> <ul style="list-style-type: none"> • The YPICS Board meets on a regular basis (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019). • Agendas and minutes are posted and included as a link on Board On Track. • Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting. <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making. Review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019 via the Executive Director’s Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative and surveys the Board and the Leadership Team developed focus areas that include:</p> <ul style="list-style-type: none"> • Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) • Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership) • Weekly observation and feedback to teachers (Relay GSE Instructional Leadership) • Data focus: iReady • Joy • Decrease Chronic absenteeism to below 5% • Decrease suspension and expulsion below 3% • Increase student academic achievement in ELA and math by 5% <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). Please note the following:</p> <ul style="list-style-type: none"> • As noted in 2018-2019 the organizational structure has leadership roles that overlap between the Chief Operations Officer and the Executive Administrator, per petition the organization has not been able to completely fulfill the terms of the petition. The YPICS leadership noted they are aware of this concern, however at this time the organization indicated they are not able to fulfill this part of the approved charter. • School Site Council/ELAC agendas and minutes- the school has had one meeting during the 2018-2019 school year and the School Advisory Council and ELAC meet together as evidenced by agendas and minutes. • On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) agendized a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 11/20/2019

(G2) CSD staff discussed with school leaders the need to ensure that the Board Meeting dates posted are aligned to actual Board meeting dates including required documentation; for example:

- October 28, 2019 Board Meeting Dates (UPDATED 9/11/19) versus the Board On Track –regular Meeting agenda dated October 21, 2019.
- August 19, 2019 on Board Meeting Dates for 2019-2020 with no evidence of agendas or minutes for such meeting on Board On Track

The YPICS leader noted that this will be referred back to the board.

(G3) 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, as evidenced by Binder 1:

- Review of the included Handbook revealed that it did not include for the school’s process for stakeholder complaints. Review of the Stakeholder Complaint Procedure revealed the following:
 1. The process for General Complaint procedures and the evidence of a flow chart presented in 1.12 does not match.
 2. Under school provides a meaningful opportunity to be heard: the complaint procedures provides a one-step complaint process that goes from resolving complaint informally to file a written complaint with the office to the Executive Director or Chair of the Board.
 3. Under school provides reasonable opportunity for fair appeal: it did not provide guidance to the stakeholder as to where, how, timeliness (only that the complainant may file a written complaint with the office of the Executive Director or Chair of The Board).
 4. Under school provides sufficiently clear advance notice of specific issue/proposed action: the school did not provide guidance to the stakeholder.
 5. The Stakeholder Complaint Procedure was not provided in other languages
 6. Steps informing stakeholders of follow up were not included.
- In order to address the items noted above, the YPICS leadership has shared that they will share the information with their board and will update the information as needed.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- (G1) The CSD requests the school provides evidence of ELAC delegating their duties to SAC and documentation as evidence for such change, please provide a response no later than **January 31, 2020**.
- (G5) The Board provided evidence of review and analysis of data to support sound decision-making. However, moving forward CSD noted a need for the Board to receive updates of systemic reviews of school performance data and other information in a format that addresses **each charter school individually** to be able to track growth and report consistently and independently of each other.

****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: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 [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 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)	<input checked="" type="checkbox"/> Organizational 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 checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" 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 checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 checked="" 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>	
<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
<p>Performance</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" 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

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<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
<p>Performance</p> <ul style="list-style-type: none"> <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 (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 	<ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 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 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> (A6) The school's percentage of "At Risk" English Learners is 0.7%, which is at rate lower than the Resident Schools Median of 1.9%. School leadership has indicated that in addition to the strategies provided on A5 above, students with lowest level of English, mostly newcomers, have been assigned to an ELD support class during the SFA block in the morning where they work with specific adaptive programs such as iReady, Achieve 3000 and Duolingo.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> (A1) Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, as follows: • 0.00% of English Learner students Met or Exceeded the Standards, a 2.11 percentage point decrease. • 21.32% of Latino students Met or Exceeded the Standards, a 0.54 percentage point increase. • 20.87% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 0.97 percentage point decrease. • 2.56% of Students with Disabilities Met or Exceeded the Standards, a 0.00 percentage point increase.</p> (A2) None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, as follows: • 0.00% of English Learner students Met or Exceeded the Standards, a 1.09 percentage point decrease. • 10.84% of Latino students Met or Exceeded the Standards, a 2.27 percentage point decrease. • 10.94% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 3.03 percentage point decrease. • 2.56% of Students with Disabilities Met or Exceeded the Standards, a 2.85 percentage point decrease. (A3) The schoolwide percentage of students who Met and Exceeded Standards in 6 th – 8 th Grade on the SBAC in ELA is 21.31%, which is at a rate lower than the Resident Schools Median of 25.35%. (A4) The schoolwide percentage of students who Met or Exceeded Standards in 6 th – 8 th Grade on the SBAC in Math is 10.98%, which is at a rate lower than the Resident Schools Median of 16.39%. <p>** (A1-A4) see (O4) and (O3) for the school leadership's plan to address the low performance in SBAC ELA and math (schoolwide and subgroup).</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 11/20/2019

(A5) The school reclassifies English Learners at 16.7%, which is at a rate lower than the Resident Schools Median of 18.9%. School leadership has reported that based on ELPAC results for the 2018-2019 school year, MORCS students performed best in oral domains while struggling mostly in the written domain. School leadership indicated that they have placed students in the reading intervention classes to ensure that supports are provided by mastery levels.

(A7) The school's percentage of LTELs is 26.6%, which is at a rate higher than the Resident Schools Median of 19.9%. In addition to A5-A6 above, the school leadership indicated that Success For All block and targeted instruction is provided for Long Term English learners.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

YPICS's reclassification criteria are as follows:

- ◆ Comparison of performance in basic skills – earning C or better in their grade level English class.
- ◆ Assessment of English Proficiency – ELPAC Results, NWEA Maps (*iReady*)
- ◆ Teacher evaluation of student academic performance
- ◆ Parent opinion and consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 checked="" 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 checked="" type="checkbox"/> SBAC report (CDE) <input checked="" 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 checked="" 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 checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 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 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 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) <input checked="" 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

<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) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 2018-2019 (CDE) 	
Performance	Sources of Evidence
<p><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median</p> <p><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The school did not reclassify English Learners</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Reclassification report (CDE)</p> <p><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)</p> <p><input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3)</p> <p><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4)</p> <p><input type="checkbox"/> Other: (Specify)</p>

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 2018-2019 (CDE) 	
Performance	Sources of Evidence
<p><input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median</p> <p><input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median</p> <p><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</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2018-2019</p> <p><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 2018-2019 (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED 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 Adjusted Cohort Graduation Rate (CDE) (high schools only) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <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 checked="" type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <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/> <p>A-G passing grade requirement (e.g. C or D) (CSD internal use only)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

***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 (SBAC) data as measured by:

- 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

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	<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 checked="" type="checkbox"/> No assessment of performance for this indicator.	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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: Red

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Red

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Choose an item.

Change Level: Choose an item.

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Not Applicable

Change Level: Choose an item.

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Green

Change Level: Declined

A15: GRADUATION RATE

Performance Level Color: Not Applicable

Change Level: Choose an item.

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Yellow

Change Level: Declined

NOTES:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></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. 200 and 300 reports indicate compliance. The Special Education coordinator is onsite once a week to observe, support, and coach teachers (there are two teachers, approximately 36 students with IEPs). At the time of the oversight there were no concerns noted regarding the 200 and 300 report.</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>(O1) 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. The Integrated Safe School Plan is included, however there is no evidence of the school’s participation with the plan. There is a MORCS Evacuation Map (note: the location from where the students were exiting from was wrongly marked on the map), emergency assembly area layout, and emergency team are included as part of the plan. The school indicates that the Great Shake did indeed occur but the documentation has not been located as of the day of the annual visit (11/20/2019). No other drills were indicated. There was a PD on 10/21/2019 that included the topic of “The Great Shake” as part of the agenda. Emergency Procedures and Drills as part of a PowerPoints were included that address lockdown run/hide/fight, fire, and earthquakes (similar concerns were noted on the 2018-2019 Annual Oversight Visit). The school leadership noted that they will devise a plan to ensure all students participate in drills throughout the year.</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 & CA NGSS. As noted in 2018-2019 oversight and in responses by the leadership team it was indicated:</p> <ul style="list-style-type: none"> • The school is in the beginning stages of implementation of iReady, which includes differentiated instruction, online instruction, assessments and teacher resources. Per the leadership, the school is focusing on Math. • There is only diagnostic and intervention materials for ELA – the school leadership noted they are seeking to adopt the full ELA program next year. • For Science and Social science, the organization is in the process of adoption of similar curriculum. • Discussion with the school leaders included a need to move forward to full implementation of curriculum to ensure students are fully prepared to transition into the next level. The school leadership has indicated that the decline in ELA has been attributed to the transition to the new campus during the middle of the school year, which took away instructional time. • The scope of classroom observations was based on areas of focus identified in consultation with the charter school’s leadership. The following was observed in the classrooms visited: <ul style="list-style-type: none"> ○ 9/9 classrooms with word walls at different levels of use and conception. Graphic organizers were posted in classrooms however there was limited evidence of usage. ○ Collaborative learning: 5/9 classrooms were collaborating, although this was not clearly defined as students did not have distinct roles or tasks determined for structured collaboration. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 11/20/2019

- Blended learning model: 3/9 classrooms were engaged in blended learning with grouping stations to support individualized small group instruction – students were working on iReady, Achieve 3000, and teacher led support. Google classrooms is being used to support the assignment completion. Teachers were providing more procedural support versus academic support to understand content being taught.
- RELAY: 4/9 classrooms at different levels of implementation. Observed good practices for transition and classroom management such as countdown for completion of tasks, timing and timers to ensure time on task and time lost is at a minimum. Continue to build capacity of the Phase 2 rigor in the classroom.

The school leadership and the organization’s leadership team shared that they will continue to define best practices being implemented at the school to continue to build staff’s capacity.

(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. The school will administer common assessment and performance tasks, in addition time is dedicated for data dives and the school has developed and discussed with the CSD their plan for next steps with departments and students, such as:

- In Math, the school opened a Math support class during the enrichment block to provide deeper interventions for students. Math support groups are made up of 2 classes per grade level consisting of 15-16 students.
- In addition, the school’s leadership indicated that teachers are using the iReady diagnostic results to group students strategically for instruction in Math and ELA as well as, use of stations in classrooms for blended learning and adaptive components of iReady for skill building. The school’s leadership indicated that as of November 15 they have only administered their first iReady diagnostic assessment and that the first week of December actionable growth data will be provided. However, the results of the iReady Diagnostic so far included:

iReady Diagnostic 1 READING

- Overall: 71.75% of students are on the At Risk Tier 3, 17.51% in Tier 2 and 10.73% in Tier 1
- English Learners: 96.12% of students are on At Risk Tier 3, 3.88% in Tier 2 and 0.00% in Tier 1
- Students with Special Needs: 94.29% of students are on At Risk Tier 3, 2.86% in Tier 2 and 2.86% in Tier 1

iReady Diagnostic 1 Math

- Overall: 67.70% of students are on the At Risk Tier 3, 26.69% in Tier 2 and 5.62% in Tier 1
- English Learners: 92.63% of students are on At Risk Tier 3, 7.77% in Tier 2 and 0.00% in Tier 1
- Students with Special Needs: 91.43% of students are on At Risk Tier 3, 8.57% in Tier 2 and 0.00% in Tier 1

- The school’s leadership shared that they are adjusting their practice using the data and information provided in their iReady diagnostic results to drive their lesson planning and approach to instruction in their classrooms to support all students and specific subgroups.

(O5) The school has partially implemented the key features of the educational program described in the charter, as noted in 2017-2018, 2018-2019 and this year during the visit, the school’s leadership noted that with the loss of staff this past years they are in the beginning stages of strengthening the key features of the charter, such as:

- The school leadership noted they continue to utilize Standards (Mastery) Based Grading in all general education classes for students to be accountable for mastery of their learning.
- There is an expectation of inquiry-and student-based learning where students are actively reading, writing, discussing and thinking to uncover the learning material as opposed to lectures, passively listeners and regurgitation to demonstrate mastery.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: **11/20/2019**

- Technology integration one-to-one computer access for students in every classroom. Per conversation with leadership consider the intentionality of technology usage in the classroom.
- SFA class for 45-60 minutes, to practice reading, writing, listening and discussing skills in differentiated cohorts across the school.

Based on classroom observations the leadership reported that they will continue to work to build the capacity of their staff as they continue to work on retention of teachers to build full mastery of the key features of the educational program.

- (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. Trainings have been provided by iReady Diagnostic Curriculum Associates, a data dive on September 23, 2019; November 4, training topic was on a “critical friends” protocol. Conversations with the leadership team and the stakeholders interviewed, revealed a need to continue to define the professional development sessions to ensure that time spent in professional development truly fulfills the professional growth needs of the staff. Teachers interviewed noted a need for time to look at data cycles, to develop experts in teaching practices and for creating good habits of minds during meetings of always infusing data to quantify and evaluate progress. In addition the staff suggested that professional development be moved to a different day of the week (to maximize days since many holidays fall on Mondays).
- (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. School leadership reported:
- They are in the beginning stages of developing a coaching cycle to support the needs of their staff. The school administration (two staff members) have attended the Relay Graduate School of Education that provide a scope and sequence platform for teacher growth based on their current level of performance.
 - Coaching is split between 4 members of the instructional leadership team. There is a focus for the first 3 months on the management trajectory and data meetings with teachers who are ready to move on to a particular element of coaching.
- (O12) 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 requirement. CSD discussed with the school leaders the need to ensure all staff members have cleared credentials as it was noted that two returning employees marked as Teacher Associates do not have the proper EL authorization. In summary, currently 5 teachers were listed as “Teacher Associates” due to no EL authorization, at the time of the oversight the school leader had a substitute teacher working in each of those classrooms to ensure that the school is in compliance with this requirement.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

Notes:
None

****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 and sole proprietor (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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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 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 checked="" 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 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 (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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	<input checked="" 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	<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"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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**)
- 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	<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 & 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 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 & 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <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 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school:</i>	
<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
<p>Performance</p> <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 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 (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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> <ul style="list-style-type: none"> <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 checked="" 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 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 <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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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
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 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 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 checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:

- 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	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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, 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
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" 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 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 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 checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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
- 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	<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"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <p><input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e)</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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 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 checked="" 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 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <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):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

Location Code: **8196**
 School Name: **Monseñor Oscar Romero Charter Middle**
 FY Start Date: **2006-07**

Charter #: **931**
 CDS Code: **1964733 0114959**

8196 Monseñor Oscar Romero Charter Middle	2016-17					2017-18					2018-19				
	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
Cash and Cash Equivalents		897,123	855,159	13,267,672	13,267,671		1,210,062	1,206,380	5,514,805	5,461,380		0	1,601,636	2,788,432	0
Current Assets		1,356,628	1,298,129	13,624,340	13,624,341		1,662,547	1,643,137	5,883,465	5,882,314		0	2,242,231	3,350,157	0
Fixed and Other Assets		1,491,997	1,628,842	6,313,777	6,400,377		15,756,756	15,757,006	23,126,870	23,423,020		0	30,279,989	28,913,251	0
Total Assets		2,848,624	2,926,971	19,938,117	20,024,718		17,419,302	17,400,143	29,010,335	29,305,334		0	32,522,220	32,263,408	0
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		177,526	195,673	12,217,600	12,232,086		209,960	190,142	4,078,263	4,106,556		0	605,702	1,136,672	0
Long Term Liabilities		727,417	727,417	3,142,272	3,171,088		7,869,977	7,869,977	7,903,472	7,848,092		0	7,772,940	7,844,033	0
Total Liabilities		904,943	923,090	15,359,872	15,403,174		8,079,938	8,060,119	11,981,735	11,954,648		0	8,378,642	8,980,704	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		1,943,681	2,003,881	4,578,245	4,621,544		9,339,365	9,340,024	17,028,600	17,350,686		24,643,712	24,143,578	23,282,704	0
Total Revenues	3,932,748	4,010,998	4,046,235	6,525,393	6,568,692	10,242,847	8,786,825	8,886,942	16,323,670	16,645,758	4,483,526	11,904,245	11,384,621	11,223,654	0
Total Expenditures	3,860,649	3,965,089	3,940,127	3,844,921	3,844,921	4,229,658	4,069,005	4,168,462	3,916,614	3,916,614	4,350,205	4,289,133	4,269,644	5,291,639	0
Net Income / (Loss)	72,099	45,908	106,108	2,680,472	2,723,771	6,013,189	4,717,820	4,718,480	12,407,056	12,729,142	133,321	7,615,112	7,114,977	5,932,015	0
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	72,099	45,908	106,108	2,680,472	2,723,771	6,013,189	4,717,820	4,718,480	12,407,056	12,729,142	133,321	7,615,112	7,114,977	5,932,015	0
Net Assets, Beginning	1,697,137	1,897,773	1,897,773	1,897,773	1,897,773	2,003,881	4,578,245	4,578,245	4,578,245	4,621,544	19,136,923	17,028,600	17,028,601	17,028,600	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	43,300	43,299	43,299	43,299	0	0	0	322,089	0
Net Assets, Beginning, Adjusted	1,697,137	1,897,773	1,897,773	1,897,773	1,897,773	2,003,881	4,621,545	4,621,544	4,621,544	4,621,544	19,136,923	17,028,600	17,028,601	17,350,689	0
Net Assets, End	1,769,236	1,943,681	2,003,881	4,578,245	4,621,544	8,017,070	9,339,365	9,340,024	17,028,600	17,350,686	19,270,244	24,643,712	24,143,578	23,282,704	0

8196 Monseñor Oscar Romero Charter Middle	Audited Financials					2019-20				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	873,810	13,267,671	5,461,380	0	0		0	0	0	0
Current Assets	1,351,149	13,624,341	5,882,314	0	0		0	0	0	0
Fixed and Other Assets	1,489,468	6,400,377	23,423,020	0	0		0	0	0	0
Total Assets	2,840,617	20,024,718	29,305,334	0	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	229,848	12,232,086	4,106,556	0	0		0	0	0	0
Other Long Term Liabilities	712,996	3,171,088	7,848,092	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	942,844	15,403,174	11,954,648	0	0		0	0	0	0
Net Assets	1,897,773	4,621,544	17,350,686	0	0		0	0	0	0
Total Revenues	4,024,141	6,568,692	16,645,758	0	0	4,538,877	0	0	0	0
Total Expenditures	3,571,988	3,844,921	3,916,616	0	0	5,182,703	0	0	0	0
Net Income / (Loss)	452,153	2,723,771	12,729,142	0	0	(643,826)	0	0	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	452,153	2,723,771	12,729,142	0	0	(643,826)	0	0	0	0
Net Assets, Beginning	1,445,620	1,897,773	4,621,544	0	0	24,143,577	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(498,852)	0	0	0	0
Net Assets, Beginning, Adjusted	1,445,620	1,897,773	4,621,544	0	0	23,644,725	0	0	0	0
Net Assets, End	1,897,773	4,621,544	17,350,686	0	0	23,000,899	0	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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>Monseñor Oscar Romero Charter’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$17,350,686 and net income of \$12,729,142. The 2018-2019 Unaudited Actuals project positive net assets of \$23,282,701 and net income of \$5,932,015.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2018, Monseñor Oscar Romero Charter is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS’ fiscal condition is strong. YPICS and its charter schools reported positive net assets of \$20,684,230 and net income of \$12,857,680. YPICS, without its charter schools, reported positive net assets of \$365 and net income of \$365. According to YPICS, there are no management fees charged to Monseñor Oscar Romero Charter 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 based on the Average Daily Attendance (ADA) for each school.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>						3
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Unaudited Actuals)	2019-2020 (Preliminary Budget)	
Net Assets	\$1,897,773	\$4,621,544	\$17,350,686	\$23,282,701	\$22,638,875	
Net Income/Loss	\$452,153	\$2,723,771	\$12,729,142*	\$5,932,015*	(\$643,826)	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
<p>*Note: The significant increases in the school’s fiscal performance were due to Proposition 1D funds received in Fiscal Years 2016-2017 and 2017-2018, and LAUSD Augmentation Grant funds received in Fiscal Year 2018-2019.</p>						



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: **11/20/2019****Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS 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 YPICS charter schools, to assess overall compliance with YPICS' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS' 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 YPICS 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 YPICS charter school.

1. Untimely Bank Deposits:

Based on the CSD's review of the school's bank statements for the period from April 2019 through September 2019, a sample of 15 deposit transactions were randomly selected for further review. The CSD noted two bank deposits that were made late (based on the requirements outlined in the school's fiscal policies and procedures). Details regarding these deposits are provided below.

Item #	Account # Ending in	Date Funds Collected	Date Funds Deposited	Number of Days Late	Deposit Amount
1	X0661	6/7/2019	6/24/2019	2	\$2,060.00
2	X0661	6/24/2019	7/8/2019	1	\$3,411.00
TOTAL					\$5,471.00

Page 7 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: "Deposits will be made within ten business days."

According to the school, its leadership team will discuss this policy with its staff to ensure that all funds collected are deposited in a timely manner. Further, the school stated that, in January 2020, training on the school's fiscal policies and procedures will be provided to all staff, and weekly reminders will be sent to all designated depositors to ensure that all funds collected in the future are deposited timely.

The CSD recommends that the school's Chief Operations Officer, its Executive Administrator/Assistant Executive Administrator (or the authorized designee), who bears the responsibility of reviewing and approving deposits, ensure that all funds collected are deposited timely, and appropriate controls are established, to prevent the school's funds from being deposited late in the future.

2. Lack of Documented Approvals of Bank Reconciliation Reports:

Based on the CSD's review of a sample of the school's Bank Reconciliation Reports for the period from April 2019 through September 2019, the CSD noted that the August 2019 Bank Reconciliation Report for the Checking Account Ending in X7817 lacked evidence of approval.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

Page 2 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.”

According to the school’s back office services provider firm, all of the school’s Bank Reconciliation Reports are prepared and approved electronically, and its financial software does not permit the completion of the next bank reconciliation cycle until the current Bank Reconciliation Report has been approved.

The CSD recommends that the school consistently prepare and approve all Bank Reconciliation Reports in the manner outlined in its fiscal policies and procedures, and ensure that all future Bank Reconciliation Reports are prepared accurately, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school.

3. Checks Outstanding for 90 Days or More:

Based on the CSD’s review of the school’s Bank Reconciliation Reports, the CSD noted an employee reimbursement check that, as of September 30, 2019, had been outstanding for more than 90 days (Check # 307101, in the amount of \$32.82, dated 6/7/2019).

The school stated that the check referenced above was researched and investigated before it was voided and reissued.

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.

4. Lack of Documented Pre-Approval for Travel Expenses:

Based on the CSD’s review of the school’s credit card statements and 40 sample transactions for the period spanning from April 2019 through September 2019, the CSD noted two travel-related charges that lacked evidence of pre-approval from the school’s Executive Director. Details regarding these transactions are provided below.

Item #	Acct # Ending in	Transaction Date	Vendor Name	Amount	Transaction Description
1	X0194	4/9/2019	Airbnb	\$471.92	Room accommodations for State speech and debate competition
2	X0194	4/16/2019	Airbnb	\$214.83	Lodging for college trip to UC Merced and SFSU
TOTAL				\$686.75	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Executive Director must pre-approve all school related travel.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

According to the school, all school-related travel plans are discussed and approved during the school’s leadership team check-in meetings.

The CSD recommends that the school’s governing board require the school’s leadership team to establish more stringent controls in this area and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.

5. Lack of Documented Pre-Approvals for Employee Reimbursements:

Based on the CSD’s review of the school’s check register for the period from November 2018 through October 2019, a sample of 55 transactions were selected for further review. The CSD noted three employee reimbursements that lacked evidence of pre-approval from either the school’s Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	11/16/2018	306352	School Employee	\$82.01	Parent conference breakfast
2	12/6/2018	306422	School Employee	\$91.93	Food for MORCS DVR
3	5/10/2019	307002	School Employee	\$74.00	ORO Tel Inc. – Live Scan
TOTAL				\$247.94	

Page 14 of the 9/30/2019 YPICS 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/Assistant Executive Administrator.”

During the CSD’s fiscal review of the school in the previous year (2018-2019), the CSD noted six employee reimbursements that lacked evidence of pre-approvals from the school’s Executive Director, its Chief Operations Officer, or its the Executive Administrator and, in response, the school advised the CSD that the school’s leadership team would develop a Pre-Approval Form to ensure that all future pre-approvals of employee reimbursements were documented.

However, during the current year’s fiscal review (2019-2020), the school informed the CSD that the Pre-Approval Form referenced by the school in 2018-2019 was not actually implemented in 2019-2020 (because the school considers the Form cumbersome). The school further advised the CSD during the 2019-2020 fiscal review that, instead of implementing this Pre-Approval Form, the school intends to revise its fiscal policies and procedures and will propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

The CSD recommends that the school’s governing board require the school’s leadership team to establish more stringent controls in this area, and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.

6. Lack of Documented Approval for Purchase Requisitions/Purchase Orders:

Based on the CSD’s review and analysis of supporting documents provided by the school, the CSD noted a vendor payment that was not supported by a purchase order reflecting documented approval from either the school’s Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. Details regarding the vendor payment in question are provided below.

Check #	Check Issuance Date	Vendor	Description	Amount	CSD’s Comments
307440	8/29/2019	Lakeshore Learning Materials	Classroom supplies - BCCS	\$282.26	Purchase order not signed/approved
			Classroom supplies - BCCHS	\$801.19	
			Classroom supplies - MORCS	\$908.86	
TOTAL				\$1,992.31	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “All purchases over \$500 require a purchase requisition. The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:

- If the expenditure is budgeted.
- If funds are available for the expenditure.
- If the expenditure is allowable under the appropriate revenue source.
- If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
- If the price is competitive and prudent and proper bidding procedures have been followed.”

According to the school, its leadership team will review all of the school’s purchase orders and purchase requisitions and ensure that the appropriate approvals are documented therein.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that complete supporting documents are submitted and appropriate approvals are obtained for all applicable transactions, including purchase orders.

7. Bank Service Fees and Charges on Student Body and Parent Accounts:

Based on the CSD’s review of the school’s bank statements, the CSD noted the following bank fees and charges:

Item #	Acct # Ending in	Statement Closing Date	Transaction Amount	Transaction Description
1	X7817	4/30/2019	\$12.00	Monthly Service Fee
2	X7817	5/31/2019	\$12.00	Monthly Service Fee
3	X0299	7/31/2019	\$24.80	Analysis Service Charge: Returned Deposited Items (\$14.00) and Branch Coin/Currency Services (\$10.80)
4	X0552	7/31/2019	\$0.30	Analysis Service Charge: Branch Coin/Currency Services
5	X0661	7/31/2019	\$22.01	Cash Deposit Immediate: Excess Cash Deposits
6	X0299	8/31/2019	\$29.70	Analysis Service Charge: Branch Coin/Currency Services
7	X0299	9/30/2019	\$12.90	Analysis Service Charge: Branch Coin/Currency Services
TOTAL			\$113.71	

The CSD was informed that the school’s leadership team is considering changing financial institutions for its Student Body and Parent bank accounts.

The CSD recommends that the school regularly review all of its bank statements, note all assessed service fees or charges, and consider alternatives for eliminating or reducing such charges.

8. Penalties Incurred for Late Retirement Contribution Payments to California State Teachers’ Retirement System (CalSTRS):

Based on the CSD’s review of the school’s check register, a CalSTRS contribution payment was selected for further review. The CSD noted that the supporting documents provided for this payment, which was made on or about 1/31/2019 (in the amount of \$93,221.95, payable to the Los Angeles County Office of Education—in reference to the school’s November 2018 contribution), included a delinquency penalty of \$34.18.

According to the Los Angeles County Office of Education, delinquency penalties are assessed when mandatory CalSTRS contribution payments are made later than the specified payment periods (pursuant to the California Education Code).

According to the school, its CalSTRS contribution payments are challenging for it to manage, due to unforeseen factors that may require subsequent changes to its calculations (such as part-time employee hours, staff changes, policy changes, etc.).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

The CSD recommends that the school’s Executive Director, who bears the responsibility for all operations and activities related to financial management, ensure that all retirement data and payment contributions are reported accurately and timely, to prevent the school from incurring additional retirement contribution delinquency penalties in the future.

9. Vendor Payments Issued Reflecting Information Inconsistent with Revised Organizational Structure:

Based on the CSD’s review of documents provided by the school, the CSD noted a vendor payment that was supported by a lease agreement between the San Fernando Valley Japanese American Community Center and Youth Policy Institute [YPI] (Check # 307500, in the amount of \$9,500, dated 9/26/2019, which indicated that the check was for a 10/2019 Rent Payment). The CSD was informed that YPI, a former sole member of YPICS, had been removed from this sole member role—effective November 6, 2019, per YPICS’ Restated Articles of Incorporation, which, if accurate, potentially nullifies the lease agreement referenced above.

According to the school, the original lease was executed in 2005, and the terms were subsequently extended through June 30, 2021. Currently, YPICS is in the process of negotiating its next lease, which, upon completion, will reference YPICS as the lessee.

The CSD recommends that the school’s governing board and leadership team ensure that all payments made by the school originate from contracts executed either by the school itself or its charter operator. Further, the CSD recommends that the school’s governing board ensure that all service contracts are current, appropriately reviewed, and approved.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing 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).

1. Organizational Decision to Forego Public Posting of the School’s Audited Financial Statements:

Monseñor Oscar Romero Charter does not post its audited financial statements to the school’s website. According to the school, a draft version of the school’s annual independent audit report is included with the school’s governing board meeting materials and is available online for public viewing as this item is raised for discussion during the governing board meeting. The school further states that, during other school events held throughout the year, parents and members of the community have the opportunity to obtain details regarding the school’s budget and its related financial information. In addition, the school advised the CSD that stakeholders may also obtain information regarding the school’s finances (including copies of the school’s audited financial statements), via the school’s Main Office. The CSD was provided with a copy of the school’s “Charter Transparency Request Form.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

In order to ease the burden for all stakeholders and members of the public that have an interest in the school’s finances (and demonstrate greater transparency), the CSD recommends that Monseñor Oscar Romero Charter post its current and future audited financial statements on its website.

2. Inadequate Controls Regarding Interorganizational Fund Transfers:

Based on the CSD’s review of supporting documents provided by the school, the CSD noted two checks related to interorganizational fund transfers between bank accounts managed by YPICS (one check issued to Bert Corona Charter School, and one check issued to YPICS). Details regarding these transactions are summarized below.

Item #	Acct # Ending in	Check #	Payee	Amount	Description
1	X3232	1003858	Bert Corona Charter School	\$1,000,000.00	Transfer funds from WF TO PWB
2	X6905	306432	YPI Charter Schools, Inc.	\$100,000.00	Transfer funds from PWB TO CCU
TOTAL				\$1,100,000.00	

The two transfers summarized above include supporting documentation (from either the school’s Executive Director or its back office services provider firm— i.e., copies of canceled checks, bank statements, and/or email requests), and indicate approval from the school’s Executive Director. According to the school, its back office services provider firm monitors the school’s cash accounts and, on a weekly basis, transmits a Cash Position Report that shows each account’s current balance, all outstanding checks, and any other open items. The school further stated that this Cash Position Report is used as a tool to recommend interorganizational fund transfers as needed. According to the school, no formal approval process exists for these transfers.

Based on the CSD’s review of YPICS’ current fiscal policies and procedures, the CSD noted a lack of written guidance regarding interorganizational fund transfer requests and approvals, such as: (1) The individuals authorized to request transfers; (2) Permissible purposes for transfers; (3) The required documents to be included with transfer requests submitted for review, and (4) The name(s) and position/title(s) of the parties responsible for reviewing and approving such transfers.

The CSD recommends that YPICS revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls and enhance transparency.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero MiddleAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 11/20/2019**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 April 2019 through September 2019. Selected the months of June 2019 and July 2019 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Business 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)
 - 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)
 - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
 - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
 - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from April 2019 through September 2019. Selected the months of April 2019 and August 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
 - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
 - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
 - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
 - g. California Credit Union Credit Card Ending in X0277 (Director of Operations, Bert Corona Charter)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - i. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director, account closed in April 2019)
4. Reviewed the following 55 checks and 10 electronic debit transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 1003858; 1115; 1133; 1150; 1156; 1165; 01/31/19 – STRS; 306308; 306310; 306352; 306422; 306432; 306712; 306716; 306719; 306724; 306728; 306793; 306876; 306956; 306962; 307001; 307002; 307015; 307087; 307109; 307116; 307185; 307236; 307243; 307257; 307263; 307282; 307312; 307323; 307388; 307429; 307440; 307454; 307466; 307467; 307500; 307502; 307511; 307518; 307522; 307549; 307551; 307552; 307584; 307589; 307599; 307602; 307613; Q802580
 - b. ACH Debit Transactions (Checking Account Ending in X6905, transaction dates): 6/3/2019; 6/6/2019; 6/11/2019; 6/12/2019; 6/13/2019; 6/24/2019; 7/1/2019; 7/3/2019; 7/5/2019; 7/9/2019
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$5,461,380, and total expenditures equal \$3,919,616. Therefore, the school's cash reserve level is 139.33%, which exceeds the recommended 5%.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/20/2019**

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. No discrepancies were noted.
8. 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 was provided.
9. Reviewed student body financial records from April 2019 through September 2019. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
10. Pursuant to AB 1871, a signed written statement that indicates that Monseñor Oscar Romero Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
11. Monseñor Oscar Romero Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
18. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
19. Evidence of Monseñor Oscar Romero Charter offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
20. Equipment inventory was provided.
21. The 2019-2020 LCAP was submitted to LAUSD.
22. The most current LCAP is posted on the charter school’s website.
23. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website.
24. The most current Audited Financial Statements are not posted on the charter school’s website. The CSD’s observations were noted in the Other Observations section above.
25. The 2017-2018 audited and unaudited actuals do not mirror each other. According to the school, the variances were due to the following: 1) Costs that were not accrued timely due to an invoice received from LAUSD in July 2018 related to the construction of the school’s new building—which was beyond the school’s cut-off date for reporting its unaudited actuals, and 2) The overstated accrual amount resulting from the reconciliation of the school’s Prop 1D loan balance.

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

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 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;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

<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> <ol 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). <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 	<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> <ol 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 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
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

<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: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

<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. 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: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/20/2019

<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>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 DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR** **FOR**

BERT CORONA CHARTER SCHOOL

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: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

Charter School Name:		Bert Corona Charter School			Location Code:	8054
Current Address:			City:	ZIP Code:	Phone:	Fax:
9400 Remick Avenue			Pacoima	91331	818-834-5805	
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2019 to June 30, 2024				6	NE	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
373		500		5-8	5-8	
Total Number of Staff Members:		Certificated:	19	Classified:	58	
Charter School's Leadership Team Members:		Michael Green, Board Member; Yvette King-Berg, Executive Director; Ruben Dueñas, Executive Administrator; Jose D. Castillo, Director of Operations; Daniel Rios, Director of Instruction;		Diana Gamez, Senior Director of Programs Yesenia Zubia, HR/AP Coordinator Lilia Limón, SFAF Tania Beltran, SFA Facilitator		
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:		Dr. Alves-Monaster		CSD Fiscal Services Manager:	Remedios Dizon	
Other School/CSD Team Members:		Taylor Wichmanowski, Specialist				
Oversight Visit Date(s):		December 13, 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.):		N/A		LAUSD Co-Location Campus(es) (if applicable):	N/A	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A	

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	2	1	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019

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 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 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 - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G2) The Governing Board complies with most material provisions of the Brown Act. Per evidence in Binder 1:</p> <ul style="list-style-type: none"> • The YPICS Board meets on a regular basis (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019). • Agendas and minutes are posted and included as a link on Board-On Track. • Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting. <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making. Review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019 via the Executive Director’s Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative and surveys the Board and the Leadership Team developed focus areas that include:</p> <ul style="list-style-type: none"> • Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) • Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership) • Weekly observation and feedback to teachers (Relay GSE Instructional Leadership) • Data focus: iReady • Joy • Decrease Chronic absenteeism to below 5% • Decrease suspension and expulsion below 3% • Increase student academic achievement in ELA and math by 5% <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). Please note the following:</p> <ul style="list-style-type: none"> • As noted in 2018-2019 the organizational structure has leadership roles that overlap between the Chief Operations Officer and the Executive Administrator. Per the charter the organization has not been able to completely fulfill the terms of the petition. The YPICS leadership noted they are aware of this concern, however at this time the organization indicated they are not able to fulfill this part of the approved charter. • School Site Council/ELAC agendas and minutes- the school has had one meeting during the 2018-2019 school year and the School Advisory Council and ELAC meet together as evidenced by agendas and minutes, please see request pertaining to this item in the notes section. • On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) agendized a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019

organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision.

(G2) CSD staff discussed with school leaders the need to ensure that the Board Meeting dates posted are aligned to actual Board meeting dates including required documentation; for example:

- October 28, 2019 Board Meeting Dates (UPDATED 9/11/19) versus the Board On Track –regular Meeting agenda dated October 21, 2019.
- August 19, 2019 on Board Meeting Dates for 2019-2020 with no evidence of agendas or minutes for such meeting on Board On Track

The YPICS leader noted that this will be referred back to the board.

(G3) 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, as evidenced by Binder 1:

- Review of the included Handbook revealed that it did not include for the school’s process for stakeholder complaints. Review of the Stakeholder Complaint Procedure revealed the following:
 1. The process for General Complaint procedures and the evidence of a flow chart presented in 1.12 does not match.
 2. Under school provides a meaningful opportunity to be heard: the complaint procedures provides a one-step complaint process that goes from resolving complaint informally to file a written complaint with the office to the Executive Director or Chair of the Board.
 3. Under school provides reasonable opportunity for fair appeal: it did not provide guidance to the stakeholder as to where, how, timeliness (only that the complainant may file a written complaint with the office of the Executive Director or Chair of The Board).
 4. Under school provides sufficiently clear advance notice of specific issue/proposed action: the school did not provide guidance to the stakeholder.
 5. The Stakeholder Complaint Procedure was not provided in other languages
 6. Steps informing stakeholders of follow up were not included.
- In order to address the items noted above, the YPICS leadership has shared that they will share the information with their board and will update the information.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

(G1) The CSD requests the school provides evidence of ELAC delegating their duties to SAC, please provide a response no later than

(G5) The Board provided evidence of review and analysis of data to support sound decision-making. However, moving forward CSD noted a need for the Board to receive updates of systemic reviews of school performance data and other information in a format that addresses each charter school individually to be able to track growth and report consistently and independently of each other.

****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 - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 [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 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)	<input checked="" type="checkbox"/> Organizational 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 checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" 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 checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 checked="" 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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.

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p>Performance</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <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"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4)
	<input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making	<input checked="" 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"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <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 checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)
	<input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report	<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"/> 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"/> Observation of Governing Board meeting
	<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 checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 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 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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(A5) The school reclassifies English Learners at 21.7%, which is at a rate higher than the Resident Schools Median of 24.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(A1) Some of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, as follows:</p> <ul style="list-style-type: none"> • 0.00% of English Learner students Met or Exceeded the Standards, a 3.49 percentage point decrease. • 16.71% of Latino students Met or Exceeded the Standards, a 6.47 percentage point decrease. • 16.40% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 7.53 percentage point decrease. • 2.60% of Students with Disabilities Met or Exceeded the Standards, a 4.42 percentage point increase. <p>(A2) None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, as follows:</p> <ul style="list-style-type: none"> • 0.00% of English Learner students Met or Exceeded the Standards, with no growth. • 10% of Latino students Met or Exceeded the Standards, a 2.27 percentage point decrease. • 10.94% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 3.03 percentage point decrease. • 2.56% of Students with Disabilities Met or Exceeded the Standards, a 2.85 percentage point decrease. <p>(A3) The schoolwide percentage of students who Met and Exceeded Standards in 5th – 8th Grade on the SBAC in ELA is 16.49%, which is substantially lower than the Resident Schools Median of 37.01%. The school leadership noted the decline in ELA to teachers using their own curriculum and lack of adaptive computer based programs and the loss of an English teacher (see summary below in A4).</p> <p>(A4) The schoolwide percentage of students who Met or Exceeded Standards in 5th – 8th Grade on the SBAC in Math is 11.44%, which is at a rate lower than the Resident Schools Median of 23.42%. The school leadership noted the decline to the use of Power Teaching, which had no flexibility nor was it adaptive to supplement ALEKS.</p> <ul style="list-style-type: none"> • For ELA and Math the school is providing various interventions driven from the i-Ready result data – the school's new tool that provides diagnostic assessments with targeted data to support student academic achievement. Such interventions include: general education class support (tutors), after school tutoring, and Saturday Academy. In addition several teachers have begun to implement a blended learning approach to support targeted and small group teaching for students. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019

- A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.

(A6) The school's percentage of "At Risk" English Learners is 5.9%, which is at a rate higher than the Resident Schools Median of 1.2%. Analysis of the 2018-2019 ELPAC results noted that students at Bert Corona Middle performed best in the Oral domain, with the written domain in Reading at 58%. The school leadership noted that they have developed the following: (1) placed students in their reading intervention classes (SFA) to focus on reading mastery levels; (2) EL Snapshots have been created to provide guidance to teachers and needs of ELD students with IEP's; and (3) Created Individualized learning plans for general education EL learners.

(A7) The school's percentage of LTELs is 25.5%, which is at a rate higher than the Resident Schools Median of 20.7%. (See notes in A6).

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

YPICS's reclassification criteria are as follows:

- Comparison of performance in basic skills – earning C or better in their grade level English class.
- Assessment of English Proficiency – ELPAC Results, NWEA Maps (*iReady*)
- Teacher evaluation of student academic performance
- Parent opinion and consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 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
Performance	<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 checked="" 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	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" 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

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

- 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
Performance	<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 checked="" 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	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 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 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 substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" 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

<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) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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)

	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) <input checked="" 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 checked="" 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): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 2018-2019 (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" 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	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED 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 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"/> 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<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)

***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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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:

- 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

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	<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 checked="" type="checkbox"/> No assessment of performance for this indicator.	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 – Bert Corona Middle School (grades 5-8)

Performance Level Color: Red

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Red

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Yellow

Change Level: Maintained

A15: GRADUATION RATE

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Green

Change Level: Declined

NOTES:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019
Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
2019-2020 ACADEMIC BENCHMARKS – update for 2019-2020

- BENCHMARK 1: **MET** - English Learners to meet or exceed the Resident Schools' Median and the District Reclassification
- BENCHMARK 2: **NOT MET** – In ELA, the California Dashboard reports that EL students declined by 14.8 points and were 107.6 points below standard and Students with Disability maintained at 2.8 points and were 137.2 points below standard. The school did not make progress to demonstrate performance level growth per the academic year.
- BENCHMARK 3: **NOT MET** – In Math, the California Dashboard reports that EL students declined by 11.4 points and were 138.8 points below standard and Students with Disability declined by 3.6 points and were 176.7 points below standard. The school did not make progress to demonstrate performance level growth per the academic year.

The school noted: for ELA and Math the school is providing various interventions driven from the *i-Ready* results. Such interventions include: general education class support (tutors), after school tutoring, and Saturday Academy. In addition several teachers have begun to implement a blended learning approach to support targeted and small group teaching for students.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<p>++Due to a fatal flaw the school received a rating of (1), note that the school would otherwise earned a rating of (3).</p>	
<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. The school has had 3 drills, fire drill, great shakeout, and earthquake drill. Although the school leadership noted drills/real scenarios have happened addressing student and teacher preparation for emergencies outside of fire and earthquake drills, the CSD noted during the debrief a need to have an assurance that such emergencies provided opportunities for learning, practice and debriefs after the fact.</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. The school leadership noted that the Special Education department is also part of the observation and coaching in the classrooms which is part of the new process the school is embracing for the 2018-2019 school year.</p>	
<p>(O7) 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. Review of Binder 3 provided the following evidence:</p> <ul style="list-style-type: none"> • Youth Truth survey to assess overall experience of students on campus • Agenda of a School Culture and Climate committee meeting (11/18/19) where they discussed SMART goals, classroom supports and expectations • Evidence provided of staff feedback survey at the end of the meeting • PBIS Tier 1 planning for 2019-2020 • Schoolwide expectations and outcomes training • Bullying awareness training 10/17/19 • Classroom management 101 training • Matrix of foundation for classroom interventions and supports 	
<p>(O9) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. As evident in Binder 3 and website of: Illuminate training for parents and evidence of progress report provided to parents. The school sent a letter to parents 10/11/19 to inform them of a new communication system called “Remind” to get up to date information about workshops and events at the school via a download app. The school also included evidence via a letter to parents for notification of truancy, excessive absences and tardies. The school provided evidence of School Site Advisory Council with two dates noted October 30, and November 20, 2019, such meeting included discussion from the leadership team with stakeholders of results of the Executive Summary of Family Service.</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019

- (O3) 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. The school leadership adopted a math curriculum called Ready Math that is Common Core aligned, provides curricular materials and diagnostics. The school is in the process of adopting a similar curriculum for ELA, Science, and Social Science with an emphasis on ELA for the coming year.
- (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. As noted in A1 through A4, the school leadership has shifted to the i-Ready diagnostic assessment to identify a baseline of performance and areas of need. The school provided evidence of their internal data analysis system which identified:
- English Learners, Specials Education and School Wide, CSD noted a need to include subgroup data analysis for Latino and Socioeconomically Disadvantaged Students.
 - Math data comparison provided from their first i-Ready diagnostic results did include a shift of students from Tier III (2 or More Grade Levels Below) to Tier II (1 Grade Level Below) and Tier I (On/Above Grade Level) across all grade levels and subgroups.
- (O5) The school has partially implemented the key features of the educational program described in the charter. The school continues to provide a small learning environment for personalization and support. BCCS utilizes Standards Mastery Based Grading in all general education classes. The organization continues to work to perfect such practices, however the CSD continues to note the need to retain teachers at Bert Corona Middle School to continue to internalize their practice. In addition, the school continues to provide opportunities for students to engage in PBL, although the school noted that this year there is a dire urgency to focus on Get Better Faster teaching and coaching strategies to support the development of their teachers, the school is continuing to provide opportunities through the lens of service learning, using the CASA curriculum in ELA and Social Studies. Finally BCCS continues to implement literacy instruction every day for students through SFA, whereas all teachers are required to teach the curriculum with the expectation that such practices will transition into their subject area curriculum. The leadership team noted that they are continuing to coach and support such practice
- (O6) 300 Report –
- 8 in Tier 3- some of the minutes might be due to staff absence and/or not inputting the information and 1 tier 5 – counseling – still owe two hours (counselor or student absence), the school leadership noted they are working on scheduling the extra hours to ensure required minutes are rendered.
 - 200 Report - One overdue, primarily as student came in with open assessment, the school leadership noted they are working with the prior school to partner in completing the IEP.
- (O8) The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligned with the education program set forth in the charter. The school leadership noted implementation of practices are in the beginning stages as the school is making a shift to new curriculum, new classroom strategies and newly defined coaching practices to support their teachers. The school leadership noted the following:
- Ready Math curriculum associates have offered three professional development sessions for all math teacher throughout the year- with a focus on utilization of curriculum and intervention practices.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

- A focus on strong classroom management and rigorous instruction through classroom observations and feedback cycles that deliver high quality instruction. YPICS has adopted Relay’s Get Better Faster coaching model and is continuing to provide training to ensure strong management and rigor.
- Evidence of several PD topics such as: backward design, validating of power standards, calibration scoring of SFA cycle tests, effectively using grouping.

(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. The school leadership noted:

- They are in the beginning stages of developing a coaching cycle to support the needs of their staff. The school administration (two staff members) have attended the Relay Graduate School of Education that provide a scope and sequence platform for teacher growth based on their current level of performance.
- Coaching is split between 4 members of the instructional leadership team. The focus the first 3 months is on the management trajectory and data meetings with teachers who are ready to move on to a particular element of coaching.

(O12) 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 as evidenced by:

- 3 employees are due to complete mandated employee training by the end of the month. The CSD notes that the school must send a status update prior to December 20 2019.
- One employee had mandated employee reported more than six weeks after the employment date. Started 9/23/19 and completed training 11/15/19 (which is 11 days after the deadline). Fatal flaw: *A charter school shall receive a rating of 1 in this category for any of the following reasons* (2) Failed to conduct child abuse mandated training in accordance with AB 1432. 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.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

****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 and sole proprietor (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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

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 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	<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 (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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	<input checked="" 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	<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"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

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**)
- 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	<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 & 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 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 & 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program <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) <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 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 standards-based 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 (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 checked="" 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 checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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 	
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 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 <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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

07: 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
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 checked="" 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 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"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input checked="" 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 - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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)		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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, 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
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" 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 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 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 checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input checked="" 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 - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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
- 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 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 <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 checked="" 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 checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school’s educational program yields high student achievement the school complies with all applicable legal requirements 		
Performance	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"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 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 checked="" 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 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <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):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

Location Code: **8054**
 School Name: **Bert Corona Charter**
 FY Start Date: **2003-04**

Charter #: **654**
 CDS Code: **1964733 0106872**

8054	2016-17					2017-18					2018-19				
	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															
Cash and Cash Equivalents		1,735,434	1,927,259	1,689,773	1,689,773		2,053,884	2,056,441	1,291,457	1,291,458		0	1,676,586	1,417,587	0
Current Assets		2,340,594	2,544,661	2,620,233	2,928,158		2,847,169	2,650,902	2,768,906	2,813,603		0	2,762,249	2,925,550	0
Fixed and Other Assets		805,518	739,262	633,065	633,548		672,285	687,077	664,037	666,773		0	533,298	798,368	0
Total Assets		3,146,112	3,283,923	3,253,299	3,561,706		3,519,453	3,337,979	3,432,943	3,480,376		0	3,295,547	3,723,918	0
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		241,972	248,555	365,435	653,707		418,850	319,899	419,742	456,218		0	162,826	588,825	0
Long Term Liabilities		16,159	16,159	18,009	0		97,014	18,009	26,013	37,052		0	26,134	0	0
Total Liabilities		258,131	264,714	383,444	653,707		515,863	337,908	445,755	493,270		0	188,960	588,825	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		2,887,981	3,019,210	2,869,855	2,907,999		3,003,590	3,000,071	2,987,188	2,987,106		2,981,483	3,106,587	3,135,093	0
Total Revenues	7,184,731	7,880,732	8,021,427	8,599,586	8,908,012	7,513,848	7,739,936	7,853,792	8,533,552	8,586,103	8,138,527	8,230,745	8,197,419	8,104,418	0
Total Expenditures	6,992,654	7,724,322	7,733,789	8,461,302	8,731,584	7,490,434	7,644,364	7,761,720	8,454,363	8,501,898	7,990,737	8,157,261	8,077,938	7,956,432	0
Net Income / (Loss)	192,077	156,411	287,639	138,284	176,428	23,414	95,572	92,072	79,189	84,205	147,790	73,484	119,481	147,987	0
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	192,077	156,411	287,639	138,284	176,428	23,414	95,572	92,072	79,189	84,205	147,790	73,484	119,481	147,987	0
Net Assets, Beginning	2,682,931	2,731,571	2,731,571	2,731,571	2,731,571	3,019,210	2,908,018	2,908,018	2,907,999	2,907,999	2,982,365	2,907,999	2,987,187	2,987,187	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(19)	0	(5,098)	0	0	(81)	(81)	0
Net Assets, Beginning, Adjusted	2,682,931	2,731,571	2,731,571	2,731,571	2,731,571	3,019,210	2,908,018	2,907,999	2,907,999	2,902,901	2,982,365	2,907,999	2,987,106	2,987,106	0
Net Assets, End	2,875,008	2,887,981	3,019,210	2,869,855	2,907,999	3,042,624	3,003,590	3,000,071	2,987,188	2,987,106	3,130,155	2,981,483	3,106,587	3,135,093	0

8054	Audited Financials					2019-20				
Bert Corona Charter	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,366,955	1,689,773	1,291,458	0	0		0	0	0	0
Current Assets	2,229,114	2,928,158	2,813,603	0	0		0	0	0	0
Fixed and Other Assets	734,336	633,548	666,773	0	0		0	0	0	0
Total Assets	2,963,450	3,561,706	3,480,376	0	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	231,879	653,707	456,218	0	0		0	0	0	0
Other Long Term Liabilities	0	0	37,052	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	231,879	653,707	493,270	0	0		0	0	0	0
Net Assets	2,731,571	2,907,999	2,987,106	0	0		0	0	0	0
Total Revenues	7,818,510	8,908,012	8,586,103	0	0	7,585,402	0	0	0	0
Total Expenditures	7,235,314	8,731,584	8,501,898	0	0	7,581,083	0	0	0	0
Net Income / (Loss)	583,196	176,428	84,205	0	0	4,319	0	0	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	583,196	176,428	84,205	0	0	4,319	0	0	0	0
Net Assets, Beginning	2,148,375	2,731,571	2,907,999	0	0	3,106,587	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	(5,098)	0	0	(38,341)	0	0	0	0
Net Assets, Beginning, Adjusted	2,148,375	2,731,571	2,902,901	0	0	3,068,246	0	0	0	0
Net Assets, End	2,731,571	2,907,999	2,987,106	0	0	3,072,565	0	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

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’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$2,987,106 and net income of \$79,107. The 2018-2019 Unaudited Actuals project positive net assets of \$3,135,093 and net income of \$147,987.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2018, Bert Corona Charter is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS’s fiscal condition is strong. YPICS and its charter schools reported positive net assets of \$20,684,230 and net income of \$12,857,680. YPICS, without its charter schools, reported positive net assets of \$365 and net income of \$365. According to YPICS, there are no management fees charged to Bert Corona Charter 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) for each school.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>		3																													
	<table border="1"> <thead> <tr> <th></th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Unaudited Actuals)</th> <th>2019-2020 (Preliminary Budget)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$2,731,571</td> <td>\$2,907,999</td> <td>\$2,987,106</td> <td>\$3,135,093</td> <td>\$3,139,412</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$583,196</td> <td>\$176,428</td> <td>\$79,107</td> <td>\$147,987</td> <td>\$4,319</td> </tr> <tr> <td>Transfers In/Out</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Unaudited Actuals)	2019-2020 (Preliminary Budget)	Net Assets	\$2,731,571	\$2,907,999	\$2,987,106	\$3,135,093	\$3,139,412	Net Income/Loss	\$583,196	\$176,428	\$79,107	\$147,987	\$4,319	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Unaudited Actuals)	2019-2020 (Preliminary Budget)																										
Net Assets	\$2,731,571	\$2,907,999	\$2,987,106	\$3,135,093	\$3,139,412																										
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Transfers In/Out	\$0	\$0	\$0	\$0	\$0																										
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS 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 YPICS charter schools, to assess overall compliance with YPICS' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS' 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 YPICS 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 YPICS charter school.

1. Untimely Bank Deposits:

Based on the CSD's review of the school's bank statements for the period from April 2019 through September 2019, a sample of 15 deposit transactions were randomly selected for further review. The CSD noted two bank deposits that were made late (based on the requirements outlined in the school's fiscal policies and procedures). Details regarding these deposits are provided below.

Item #	Account #Ending in	Date Funds Collected	Date Funds Deposited	Number of Days Late	Deposit Amount
1	X0661	6/7/2019	6/24/2019	2	\$2,060.00
2	X0661	6/24/2019	7/8/2019	1	\$3,411.00
TOTAL					\$5,471.00

Page 7 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: "Deposits will be made within ten business days."

According to the school, its leadership team will discuss this policy with its staff to ensure that all funds collected are deposited in a timely manner. Further, the school stated that, that, in January 2020, training on the school's fiscal policies and procedures will be provided to all staff, and weekly reminders will be sent to all designated depositors to ensure that all funds collected in the future are deposited timely.

The CSD recommends that the school's Chief Operations Officer, its Executive Administrator/Assistant Executive Administrator (or the authorized designee), who bears the responsibility of reviewing and approving deposits, ensure that all funds collected are deposited timely, and appropriate controls are established, to prevent the school's funds from being deposited late in the future.

2. Lack of Documented Approvals of Bank Reconciliation Reports:

Based on the CSD's review of a sample of the school's Bank Reconciliation Reports for the period from April 2019 through September 2019, the CSD noted that the August 2019 Bank Reconciliation Report for the Checking Account Ending in X7817 lacked evidence of approval.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

Page 2 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.”

According to the school’s back office services provider firm, all of the school’s Bank Reconciliation Reports are prepared and approved electronically, and its financial software does not permit the completion of the next bank reconciliation cycle until the current Bank Reconciliation Report has been approved.

The CSD recommends that the school consistently prepare and approve all Bank Reconciliation Reports in the manner outlined in its fiscal policies and procedures, and ensure that all future Bank Reconciliation Reports are prepared accurately, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school.

3. Checks Outstanding for 90 Days or More:

Based on the CSD’s review of the school’s Bank Reconciliation Reports, the CSD noted an employee reimbursement check that, as of September 30, 2019, had been outstanding for more than 90 days (Check # 307101, in the amount of \$32.82, dated 6/7/2019).

The school stated that the check referenced above was researched and investigated before it was voided and reissued.

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.

4. Lack of Documented Pre-Approval for Travel Expenses:

Based on the CSD’s review of the school’s credit card statements and 40 sample transactions for the period spanning from April 2019 through September 2019, the CSD noted two travel-related charges that lacked evidence of pre-approval from the school’s Executive Director. Details regarding these transactions are provided below.

Item #	Acct # Ending in	Transaction Date	Vendor Name	Amount	Transaction Description
1	X0194	4/9/2019	Airbnb	\$471.92	Room accommodations for State speech and debate competition
2	X0194	4/16/2019	Airbnb	\$214.83	Lodging for college trip to UC Merced and SFSU
TOTAL				\$686.75	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Executive Director must pre-approve all school related travel.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

According to the school, all school-related travel plans are discussed and approved during the school’s leadership team check-in meetings.

The CSD recommends that the school’s governing board require the school’s leadership team to establish more stringent controls in this area and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.

5. Lack of Documented Pre-Approvals for Employee Reimbursements:

Based on the CSD’s review of the school’s check register for the period from November 2018 through October 2019, a sample of 55 transactions were selected for further review. The CSD noted three employee reimbursements that lacked evidence of pre-approval from either the school’s Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	11/16/2018	306352	School Employee	\$82.01	Parent conference breakfast
2	12/6/2018	306422	School Employee	\$91.93	Food for MORCS DVR
3	5/10/2019	307002	School Employee	\$74.00	ORO Tel Inc. – Live Scan
TOTAL				\$247.94	

Page 14 of the 9/30/2019 YPICS 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/Assistant Executive Administrator.”

During the CSD’s fiscal review of the school in the previous year (2018-2019), the CSD noted six employee reimbursements that lacked evidence of pre-approvals from the school’s Executive Director, its Chief Operations Officer, or its the Executive Administrator and, in response, the school advised the CSD that the school’s leadership team would develop a Pre-Approval Form to ensure that all future pre-approvals of employee reimbursements were documented.

However, during the current year’s fiscal review (2019-2020), the school informed the CSD that the Pre-Approval Form referenced by the school in 2018-2019 was not actually implemented in 2019-2020 (because the school considers the Form cumbersome). The school further advised the CSD during the 2019-2020 fiscal review that, instead of implementing this Pre-Approval Form, the school intends to revise its fiscal policies and procedures and will propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

The CSD recommends that the school’s governing board require the school’s leadership team to establish more stringent controls in this area, and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.

6. Lack of Documented Approval for Purchase Requisitions/Purchase Orders:

Based on the CSD’s review and analysis of supporting documents provided by the school, the CSD noted a vendor payment that was not supported by a purchase order reflecting documented approval from either the school’s Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. Details regarding the vendor payment in question are provided below.

Check #	Check Issuance Date	Vendor	Description	Amount	CSD’s Comments
307440	8/29/2019	Lakeshore Learning Materials	Classroom supplies - BCCS	\$282.26	Purchase order not signed/approved
			Classroom supplies - BCCHS	\$801.19	
			Classroom supplies - MORCS	\$908.86	
TOTAL				\$1,992.31	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “All purchases over \$500 require a purchase requisition. The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:

- If the expenditure is budgeted.
- If funds are available for the expenditure.
- If the expenditure is allowable under the appropriate revenue source.
- If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
- If the price is competitive and prudent and proper bidding procedures have been followed.”

According to the school, its leadership team will review all of the school’s purchase orders and purchase requisitions and ensure that the appropriate approvals are documented therein.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that complete supporting documents are submitted and appropriate approvals are obtained for all applicable transactions, including purchase orders.

7. Bank Service Fees and Charges on Student Body and Parent Accounts:

Based on the CSD’s review of the school’s bank statements, the CSD noted the following bank fees and charges:

Item #	Acct # Ending in	Statement Closing Date	Transaction Amount	Transaction Description
1	X7817	4/30/2019	\$12.00	Monthly Service Fee
2	X7817	5/31/2019	\$12.00	Monthly Service Fee
3	X0299	7/31/2019	\$24.80	Analysis Service Charge: Returned Deposited Items (\$14.00) and Branch Coin/Currency Services (\$10.80)
4	X0552	7/31/2019	\$0.30	Analysis Service Charge: Branch Coin/Currency Services
5	X0661	7/31/2019	\$22.01	Cash Deposit Immediate: Excess Cash Deposits
6	X0299	8/31/2019	\$29.70	Analysis Service Charge: Branch Coin/Currency Services
7	X0299	9/30/2019	\$12.90	Analysis Service Charge: Branch Coin/Currency Services
TOTAL			\$113.71	

The CSD was informed that the school’s leadership team is considering changing financial institutions for its Student Body and Parent bank accounts.

The CSD recommends that the school regularly review all of its bank statements, note all assessed service fees or charges, and consider alternatives for eliminating or reducing such charges.

8. Penalties Incurred for Late Retirement Contribution Payments to California State Teachers’ Retirement System (CalSTRS):

Based on the CSD’s review of the school’s check register, a CalSTRS contribution payment was selected for further review. The CSD noted that the supporting documents provided for this payment, which was made on or about 1/31/2019 (in the amount of \$93,221.95, payable to the Los Angeles County Office of Education—in reference to the school’s November 2018 contribution), included a delinquency penalty of \$34.18.

According to the Los Angeles County Office of Education, delinquency penalties are assessed when mandatory CalSTRS contribution payments are made later than the specified payment periods (pursuant to the California Education Code).

According to the school, its CalSTRS contribution payments are challenging for it to manage, due to unforeseen factors that may require subsequent changes to its calculations (such as part-time employee hours, staff changes, policy changes, etc.).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

The CSD recommends that the school’s Executive Director, who bears the responsibility for all operations and activities related to financial management, ensure that all retirement data and payment contributions are reported accurately and timely, to prevent the school from incurring additional retirement contribution delinquency penalties in the future.

9. Vendor Payments Issued Reflecting Information Inconsistent with Revised Organizational Structure:

Based on the CSD’s review of documents provided by the school, the CSD noted a vendor payment that was supported by a lease agreement between the San Fernando Valley Japanese American Community Center and Youth Policy Institute [YPI] (Check # 307500, in the amount of \$9,500, dated 9/26/2019, which indicated that the check was for a 10/2019 Rent Payment). The CSD was informed that YPI, a former sole member of YPICS, had been removed from this sole member role—effective November 6, 2019, per YPICS’ Restated Articles of Incorporation, which, if accurate, potentially nullifies the lease agreement referenced above.

According to the school, the original lease was executed in 2005, and the terms were subsequently extended through June 30, 2021. Currently, YPICS is in the process of negotiating its next lease, which, upon completion, will reference YPICS as the lessee.

The CSD recommends that the school’s governing board and leadership team ensure that all payments made by the school originate from contracts executed either by the school itself or its charter operator. Further, the CSD recommends that the school’s governing board ensure that all service contracts are current, appropriately reviewed, and approved.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing 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).

1. Organizational Decision to Forego Public Posting of the School’s Audited Financial Statements:

Bert Corona Charter does not post its audited financial statements to the school’s website. According to the school, a draft version of the school’s annual independent audit report is included with the school’s governing board meeting materials and is available online for public viewing as this item is raised for discussion during the governing board meeting. The school further states that, during other school events held throughout the year, parents and members of the community have the opportunity to obtain details regarding the school’s budget and its related financial information. In addition, the school advised the CSD that stakeholders may also obtain information regarding the school’s finances (including copies of the school’s audited financial statements), via the school’s Main Office. The CSD was provided with a copy of the school’s “Charter Transparency Request Form.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

In order to ease the burden for all stakeholders and members of the public that have an interest in the school’s finances (and demonstrate greater transparency), the CSD recommends that Bert Corona Charter post its current and future audited financial statements on its website.

2. Inadequate Controls Regarding Interorganizational Fund Transfers:

Based on the CSD’s review of supporting documents provided by the school, the CSD noted two checks related to interorganizational fund transfers between bank accounts managed by YPICS (one check issued to Bert Corona Charter School, and one check issued to YPICS). Details regarding these transactions are summarized below.

Item #	Acct # Ending in	Check #	Payee	Amount	Description
1	X3232	1003858	Bert Corona Charter School	\$1,000,000.00	Transfer funds from WF TO PWB
2	X6905	306432	YPI Charter Schools, Inc.	\$100,000.00	Transfer funds from PWB TO CCU
TOTAL				\$1,100,000.00	

The two transfers summarized above include supporting documentation (from either the school’s Executive Director or its back office services provider firm— i.e., copies of canceled checks, bank statements, and/or email requests), and indicate approval from the school’s Executive Director. According to the school, its back office services provider firm monitors the school’s cash accounts and, on a weekly basis, transmits a Cash Position Report that shows each account’s current balance, all outstanding checks, and any other open items. The school further stated that this Cash Position Report is used as a tool to recommend interorganizational fund transfers as needed. According to the school, no formal approval process exists for these transfers.

Based on the CSD’s review of YPICS’ current fiscal policies and procedures, the CSD noted a lack of written guidance regarding interorganizational fund transfer requests and approvals, such as: (1) The individuals authorized to request transfers; (2) Permissible purposes for transfers; (3) The required documents to be included with transfer requests submitted for review, and (4) The name(s) and position/title(s) of the parties responsible for reviewing and approving such transfers.

The CSD recommends that YPICS revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls and enhance transparency.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

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 - MIDDLEAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 12/13/2019**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 April 2019 through September 2019. Selected the months of June 2019 and July 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Business 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)
 - 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)
 - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
 - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
 - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from April 2019 through September 2019. Selected the months of April 2019 and August 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
 - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
 - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
 - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
 - g. California Credit Union Credit Card Ending in X0277 (Director of Operations, Bert Corona Charter)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - i. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director, account closed in April 2019)
4. Reviewed the following 55 checks and 10 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 1003858; 1115; 1133; 1150; 1156; 1165; 01/31/19 – STRS; 306308; 306310; 306352; 306422; 306432; 306712; 306716; 306719; 306724; 306728; 306793; 306876; 306956; 306962; 307001; 307002; 307015; 307087; 307109; 307116; 307185; 307236; 307243; 307257; 307263; 307282; 307312; 307323; 307388; 307429; 307440; 307454; 307466; 307467; 307500; 307502; 307511; 307518; 307522; 307549; 307551; 307552; 307584; 307589; 307599; 307602; 307613; Q802580
 - b. ACH Debit Transactions (Checking Account Ending in X6905 – transaction dates): 6/3/2019; 6/6/2019; 6/11/2019; 6/12/2019; 6/13/2019; 6/24/2019; 7/1/2019; 7/3/2019; 7/5/2019; 7/9/2019



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$1,291,458, and total expenditures equal \$8,501,898. Therefore, the school's cash reserve level is 15.19%, which exceeds the recommended 5%.
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. No discrepancies were noted.
8. 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 was not provided.
9. Reviewed student body financial records from April 2019 through September 2019. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
10. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter 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) was provided.
11. Bert Corona Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
18. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
19. Evidence of Bert Corona Charter offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
20. Equipment inventory was provided.
21. The 2019-2020 LCAP was submitted to LAUSD.
22. The most current LCAP is posted on the charter school's website.
23. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
24. The most current Audited Financial Statements are not posted on the charter school's website. The CSD's observations were noted in the Other Observations section above.
25. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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 - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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 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;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

<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>
<ol 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). 	<ol 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> <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 	<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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

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.

- 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.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 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.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school would be assessed as Unsatisfactory based on the statements below:

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

<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. 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: **Bert Corona Charter - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **12/13/2019**

<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>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 DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 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.

* 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: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

Charter School Name:		Bert Corona Charter High			Location Code:	7598
Current Address:		City:	ZIP Code:	Phone:	Fax:	
12513 Gain 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:	
197		500	9-12		9-12	
Total Number of Staff Members:		Certificated:	Classified:			
21		13	8			
Charter School's Leadership Team Members:		Yvette King-Bert, Executive Director Yolanda Fuentes, Assistant Executive Administrator Nestor Garcia, Lead Teacher Walter Njboke, Board Member Diana Gamez, Senior Director of Programs			Larry Simonsen, Executive Director Ruben Dueñas, COO Max Garcia, Counselor Yesenia Zubia, HR Coordinator	
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:	Dr. Alves-Monaster		CSD Fiscal Services Manager:	Remedios Dizon		
Other School/CSD Team Members:	Monique Galvez, Specialist					
Oversight Visit Date(s):	February 19, 2020		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(es) (if applicable):	Maclay Middle School		
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	May 14, 2019		

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	2	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

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 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 meetings was provided as part of Binder 1, dates: September 11, 2019, October 9, 2019, December 4, 2019 and January 29, 2020. Topics included LCAP 2019-2020 Budget and subsequently Budget Update, iReady Assessments, WASC, New Grading System, College Application Update, School Culture and Climate Update.</p> <p>(G2) The Governing Board complies with most material provisions of the Brown Act. Board meeting dates are posted with required documentation, such as:</p> <ul style="list-style-type: none"> • Agendas include conference call number, opportunity for public comment, guidelines when addressing the board, and opportunities aligned to the Americans with Disabilities Act. • Per evidence on agenda and minutes, the Brown Act training was conducted 2/20/2020. <p>(G3) Uniform Complaint procedures are included and has all required elements.</p> <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making. The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019, via the Executive Director’s Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative and surveys the Board and the Leadership Team developed focus areas that include:</p> <ul style="list-style-type: none"> • Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) • Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership) • Weekly observation and feedback to teachers (Relay GSE Instructional Leadership) • Data focus: iReady • Joy • Decrease Chronic absenteeism to below 5% • Decrease suspension and expulsion below 3% • Increase student academic achievement in ELA and math by 5% <p>The Board provided evidence of review and analysis of data to support sound decision-making. Moving forward CSD noted a need to continue to provide updates of systemic reviews of school performance data and other information related to successfully overseeing in a format that addresses <u>each charter individually</u> to be able to track growth and report consistently and independently of each other.</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). Please note the following:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

- As noted in 2018-2019 the organizational structure has leadership roles that overlap between the Chief Operations Officer and the Executive Administrator, per petition the organization has not been able to fulfill this part of the charter.
- On October 21, 2019, the Youth Policy Institute Charter Schools (YPICS) agendized a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation. The Board's intent is to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision.

(G3) 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, as evidenced by Binder 1, which included:

- The school's handbook was included and has all required elements, except for process for stakeholder complaints.
- Evidence of the Stakeholder Complaint Procedure needs to also be included as part of the handbook with an update of the following:
 1. The process for General Complaint procedures and the evidence of a flow chart presented in 1.12 does not match.
 2. Under school provides a meaningful opportunity to be heard: the complaint procedures provide a one-step complaint process that goes from resolving complaint informally to file a written complaint with the office to the Executive Director or Chair of the Board.
 3. Under school provides reasonable opportunity for fair appeal: it did not provide enough information but that the complainant may file a written complaint with the office of the Executive Director or Chair of the Board.
 4. Under school provides sufficiently clear advance notice of specific issue/proposed action: the school did not provide enough information.
- Although the school has provided a complaint form for stakeholders, CSD Staff notes a need to:
 1. Provide the form in English/Spanish
 2. Include what the next steps and process will be to ensure that stakeholders are aware of the next steps.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On the minutes from the YPICS Regular Board Meeting - September 30, 2019, CSD notes as a promising practice the decision to schedule Board Members to oversight visits for all three charter schools, Monseñor Oscar Romero, Bert Corona Middle and Bert Corona High School.

****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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 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)	<input checked="" type="checkbox"/> Organizational 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"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" 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 checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 checked="" 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 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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	<ul style="list-style-type: none"> <input checked="" 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 	<ul style="list-style-type: none"> <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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <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 other internal data (B1.4) <input checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <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 (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 checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> <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.)
	<ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p>
<p>N/A</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> (A6) The school's percentage of "At Risk" English Learners is 0.0%, which is at a rate lower than the Resident Schools Median at 1.4%. (A8) The school's Four-Year Adjusted Cohort Graduation Rate is 93.2%, which is at a rate higher than Resident Schools Median at 88.9%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> (A1) None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, whereas: • 38.71% of Latino students Met or Exceeded the Standards, a decrease of 6.53 percentage points. • 41.82% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 13.74 percentage points. (A2) None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, whereas: • 13.12% of Latino students Met or Exceeded the Standards, a decrease of 0.83 percentage points. • 12.96% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 9.26 percentage points. (A3) The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median, whereas Bert Corona High School Students Met or Exceeded the Standard in ELA at 38.09%, compared to the Resident Schools Median at 52.37%. (A4) The schoolwide percentage of students who Met and 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 12.90%, compared to the Resident Schools Median at 17.24%. (A1-A4) The school leadership noted that the 2019-2020 focus is: • Aimed at two new instructional initiatives mandated and prescribed by the Executive Director and Governing Board: Get Better Faster instructional coaching with Relay school leader training, and iReady periodic assessment implementation. • 2018-2019 Updates to the Academic Excellence Action Plan are below:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

- 1) Monitoring grade distribution at the end of every grading period – for 2019-2020 the 10 weeks grades distribution was completed to plan intervention and reteach lessons.
- 2) Per the leadership team, PD for the Math department was devoted to data dives – for 2019-2020. This has been sharply curved to conduct scope and sequence meetings and data meetings with teachers and coaches.
- 3) Math teachers are reviewing sample SBAC questions and plan to embed them into their lesson. Added beginning February 24, 2020 all 11th graders will be engaged in 9 weeks of SAT preparation at 3 hours per session.
- 4) In ELA the school leadership noted a need to facilitate growth of reading comprehension for students' academic skill.
- 5) The school leadership noted their data dive into iReady has set the course for multiple professional development pathways into learning how to better equip students to become readers for comprehension (See O8, for relevant Professional Development).

(A5) The school reclassifies English Learners at a rate lower than the Resident Schools Median, whereas Bert Corona High School reclassification rate for 2018-2019 is 20.0% compared to Resident Schools Median of 22.4%.

- The school leadership noted that in review of the 2019 Summative ELPAC results, English Learner students' need the most support in the areas of Reading, Listening, and Writing, below are the steps the school noted for support of all At-Risk, LTEL and English Learners:
 - 1) The 8-block schedule for English Learners has been adjusted to include the Success for All. This is a reading program created to support students in reading and writing.
 - 2) All teachers use clarifying, questioning, predicting, summarizing and collaborative group work as part of good teaching when developing lessons and tasks.

(A7) The school's percentage of LTELs is 16.5%, which is at a rate higher than the Resident Schools Median at 10.5% (see A5)

(A9) 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. The school leadership noted that this year has been difficult to reflect on data comparison from beginning of the year to mid-year due to their transition into iReady.

The reading data provided did not include 9th complete numbers. The school leadership did note that the internal assessment results from the beginning of the 2019-2020 school year reveal the need to support students in achieving growth in reading as only 21% started the school year at or above grade level. In math the school provided data of 150 students with missing a group of 40 students. The school leadership is formalizing a plan to move forward in terms of data tool selection, which might include:

- MAPS internal assessments – the school leader noted that MAPS is an appropriate tool for a high school to measure internal assessment data and growth over time.
- iReady which has a pathway to support students that are below grade level.
- Redefining Achieve 3000 -a tool to measure lexile levels.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

YPICS's reclassification criteria are as follows:

- Comparison of performance in basic skills – earning C or better in their grade level English class.
- Assessment of English Proficiency – ELPAC Results, NWEA Maps (*iReady*)
- Teacher evaluation of student academic performance
- Parent opinion and consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 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
Performance	<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 checked="" 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	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" 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

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

- 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
Performance	<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 checked="" 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	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 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 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 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) <input checked="" 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

<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) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 2018-2019 (CDE) 		
	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 checked="" 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) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" 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

<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 2018-2019 (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): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" 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	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Four-Year Adjusted Cohort Graduation Rate (CDE) (**high schools only**)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <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	<input checked="" type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Graduation Requirements (within "Notes" section above (B2.5)) <input type="checkbox"/> Other: (Specify) A-G passing grade requirement (e.g. C or D) (CSD internal use only) The passing grade requirement for Bert Corona High is D.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

***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 (SBAC) data as measured by:

- 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

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	<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 checked="" 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 (B2.6) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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: Orange

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Maintained

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: Increased

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Green

Change Level: Declined

NOTES:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<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 included:</p> <ul style="list-style-type: none"> • Memos from Maclay Middle School noting drills that correlate to those provided on the flier such as September 24, October 17, 2019 and February 27, 2020. • A flier with a list of emergency drills was provided for Fire Drill- September 24, Earthquake Drill-October 17, Shelter in Place-December 17, 2019 and February 7, 2020 Lockdown Drill- February 27, 2020 and Active shooter drill (pending). The school also provided three rosters as evidence of drills for Shakeout Drill, earthquake Drill and Fire Drill. • The school provided a checklist labeled Emergency Accountability Form, where teachers provide student attendance counts. • One a PowerPoint provided as was evidence of an earthquake training. <p>(O3) 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. The school leadership noted that CCSS are the root of their instructional program and noted that all of their learning outcomes with the exception of CTE Pathway courses and electives are derived from one or more CCSS.</p> <ul style="list-style-type: none"> • The school provided evidence of learning outcomes by class name; each spreadsheet provided noted Common Core being addressed, however note that year of the documentation ranged from 2016 to 2018. • Evidence of Unit Plans and syllabus that included: learning objectives aligned to CCSS, brief descriptions of the unit, rubric (link), types of assessment used to determine proficiency and instructional activities used to address learning outcomes. • Work samples were provided for different subjects such as History, English, Math, Art, and College class. • Evidence via PowerPoint dated August 7, 2019 provide insight into teachers partnering up to unpack the state standards, write learning outcomes, transfer outcomes to a rubric, use outcome bank and CCSS standard to document information, and assess student work samples. Teachers had the opportunity to practice during such PD, and to reflect on choices and evidence of student work. • The leadership team noted that curriculum for Science is developed by teachers following the NGSS standards with supports of textbooks to guide the teachers in the planning. • WASC – the letter provided including a 6 Year Accreditation Status with a Mid-cycle two day visit though June 30, 2026. <p>(O5) The school has substantially implemented the key features of the educational program described in the charter:</p> <ul style="list-style-type: none"> • PBL 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

Evidence of PBL Design Project Unit Declaration of Independence with driving question, essential questions, standards being covered (Social Studies, Reading, Visual and Performing Arts), Learning Objectives, Process, Final Products, Technology, and accommodations of students with Special needs and different learning styles. Other evidence regarding PBL was presented as one PBL unit for English, government and US History.

- **RUBRIC DESIGN**

The school leadership noted that at the start of 2019-2020 school year, all staff committed to the process of rubric design using exemplars, and to begin instruction daily with exposure to the target learning outcomes for the days lessons (along with accompanying rubrics).

- **MASTERY GRADING**

Although this is an essential area to the key features of the charter- the school has implemented a hard 5-week deadline to encourage students to be responsive and responsible for deadlines. The school has also implemented a mid-term and final within the semester as an additional opportunity to demonstrate mastery that may have not been achieved though formative assessments.

(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:

- Schools self-review checklist was submitted September 27, 2019 as evidenced in binder 3.
- Last DVR certification was conducted in 2017-2018.
- Sped PD included topics such as: social emotional learning, NCI personal space, non-verbal behavior, responding to fights, Special education 101, supporting all students (nine types of curriculum adaptation sheet), and from Charter Operated Programs – supporting students through a trauma informed lens.
- 200 report included 3 overdue triennial
 - 1: due triennial 2/19/2020; one was completed today
 - 2: due triennial 2/12/2020; scheduled for tomorrow
- 300 report included services
 - One in tier 5: the school is developing to continue to provide services for students.
 - One in tier 6: the school is searching for a male provider for counseling. Please contact the COP office if needed support.
- WASC findings - Staff will have continuous training in strategies to instruct and accommodate students with learning disabilities to increases access to the curriculum. Getting Better/Model is a goal for the organization to provide feedback during observations. The leadership at the executive level continues to try to provide coaching and support for teachers.

(O8) 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. Evidence of professional development via binder 3 included topics such as:

- Get Better Faster (scope and sequence)
- Rigor in instructional program
- Calibration of assessment/Data analysis for content comprehension
- Youth truth climate and culture data analysis
- Student-led conference facilitation
- Get Better Faster (see it, name it, do it)
- Reading comprehension –Marzano’s 6 steps to teaching vocabulary –



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

- PBIS – HS implementation
- Standards Based Grades Distribution analysis
- Assessing college readiness indicators in BCCHS instructional practice
- SDAIE strategies
- Reading comprehension – expository text structure an during the high 5
- Achieve 300 use and implementation in the CCSS driven classroom
- Seizure response
- Meal service implementation.

Some of the findings noted from the WASC’s self-study include:

- BCCHS will make reading strategies for EL students the focus of 2019-2020 professional development meetings: Data Dive into iReady, 5 Essential components of reading instruction, comprehensible input and teaching reading to ELL, SDAIE, SFA strategies, Achieve 3000, Effective note taking from informational text, writing to improve reading, and EL mentor teachers.
- Differentiated professional development.
- Training for faculty on Standards Based Grading, mastery learning and authentic assessment.
- Staff will be trained in SFA, the primary reading support program.
- Staff will be trained to use Achieve 300 for assisting students with reading comprehension.

Per conversation with one lead teacher at the school it was noted that the professional development should be more focused, he noted: “Having professional development about something specific that is on the moment, can take us away from sticking to the specific path.”

(O9) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- School Site Council agenda includes items such as LCAP 2019-2020, college updates, WASC visit and Budget update.
- Calendar provide includes events such as: Back to School Night (August 27, 2019), Pan con Café (parent meeting September 11, 2019; October 22, 2019; November 19, 2019; January 23, 2020), Parent Athletic Meeting (September 5, 2019), Fall Parent conferences (October 18, 2019) and Parent Info Night.
- Workshops for parents every Thursday with different topics such as, depression, anxiety, alcohol and drugs.
- Evidence of human trafficking prevention resource for grades 6-12 AB1104 conducted on September 11, 2019 as part of the Pan con Café meeting.

(O10) 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. The school provides on their website:

- Access to 5 different hath providers.
- A link to the schools Suicide Prevention Policy



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

- Access to counseling services and referral to Luminarias on campus.
- Stakeholder complaint procedures (see G3 for updates)
- The school leadership has noted that the primary communication with parents for the 2019-2020 school year has been through “Remind” which informs parents of important updates.

(O12) 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. CSD noted the following:

- One teacher with pending evaluation of the EL Authorization submitted 2/6/2020 – CSD observed the teacher and (for compliance purposes) a substitute teacher in the classroom as well.
- Three vendor certification forms needed updates to credentialing or TB. Please provide an update to the CSD.

Areas Noted for Further Growth and/or Improvement

(O1) During the conversation with the leadership team it was noted the following areas for growth and improvement for (O1):

- School Safety Plan provided does not include any members from Bert Corona high School.
- Trainings: ensure that there is evidence of other trainings for faculty and students beyond earthquake.

(O3) The school leadership noted that they are still working through addressing the ELD standards as part of the curriculum during the SFA period.

(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.

- The school leadership noted that they no longer double-block for math and ELA. Students have 2 blocks only for credit recovery purposes or with the intent of accelerating their high school credit acquisition.
- The school continues to use the SFA period for designated ELD time, and the use of SDAIE scaffolding strategies to support EL and LTEL, however there is limited evidence provided to reflect the exposure to ELD standards as part of the curriculum (this was also noted in the 2017-2018 annual oversight report).
- Some of the findings noted from WASC’s self-study include:
 - The school will use iReady Diagnostic Assessments as common-core correlated measurement tools to inform instruction.
 - The school will use Achieve 300 as an adaptive intervention tool in the explicit instruction of reading informational text.

(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:

- The school’s suspension rate for 2018-2019 is 4.1%. The school has noted that Culture and climate at BCCHS is still in its early stages. The school has noted the following:
 - A process for referrals that includes having conversations with students and communicate and inform parents when there is a problem.
 - Counseling services, the school refers students to Luminarias counseling on campus.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

- Parent Meetings – to discuss student concerns such as absences or tardies.
- Scholar dollar incentives.
- On FIRE Awards during monthly assemblies to continue to celebrate students who demonstrate such behaviors of being: Focus, Intentional, Reflective, and Engaged.
- Evidence on binder 3 included: athletic grade check, behavior matrix, discipline referral, ODR tracker, detention form, disciplinary code letter, FIRE poster ideas, a student travel card and scholar athlete contract.
- Evidence of implementation of AB 2291 (procedures for preventing acts of bullying, including cyberbullying) – evidence provided included a PowerPoint labeled Welcome Back Knights, where there are guidelines for preventing acts of bullying, however the presentation did not include cyberbullying as an area of prevention.
- Some of the findings noted from WASC’s self-study include:
 - The school needs to develop a clear, detailed posted consequence chain for expectations for repeated negative behaviors – the school provided a Behavior Growth Path for undesirable and desirable choices. Continue to provide evidence of trainings aligned to expectations of behaviors for students and staff.
 - School needs to train all staff in restorative justice practices to build self-regulation behavior – PBIS has been the first year to implement and collect data, Office Direct Referrals are being collected to be addressed and to provide support.

(O9) Areas for growth in this indicator include:

- See G3 regarding the need to address General Complaint procedures.
- Uniform Complaint Procedure on the UCP form online still names Yolanda Fuentes as Executive Administrator – change titles or designee’s name.

(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. The school leadership noted that the evaluation system put in place this year is called Whetstone and is directly linked to Get Better Faster scope and sequence of indicators of effective classroom instruction. It provides opportunities for quick feedback and longer observations that lead to re-teaching practice and implementation of focused pedagogy and strategies. This area is a work in progress.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

Notes:
None

****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 and sole proprietor (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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 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	<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 (B3.1b) <input checked="" 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 checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 checked="" 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 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"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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**)
- 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	<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 & CA NGSS <input checked="" 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 	<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) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 standards-based 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 (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 checked="" 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 checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>		
<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 		
	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 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 <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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

07: 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
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 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"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input checked="" 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 checked="" 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 </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 checked="" 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 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 checked="" 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 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)		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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, 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
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" 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 	<ul style="list-style-type: none"> <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 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 checked="" 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 checked="" type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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
- 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 checked="" 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 checked="" 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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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"/> Documentation related to a system for evaluation of staff and administrator(s) (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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <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):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/19/2020**

7598	2016-2017					2017-2018					2018-2019				
Bert Corona Charter High	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
Cash and Cash Equivalents		26,907	33,311	81,025	81,026		136,475	134,606	178,481	178,482		0	215,218	201,140	201,140
Current Assets		315,086	326,905	609,069	609,070		437,861	443,691	498,232	496,858		0	509,862	639,558	639,558
Fixed and Other Assets		76,053	76,053	77,383	77,383		57,183	57,183	57,183	58,558		0	43,925	221,536	221,535
Total Assets		391,138	402,957	686,451	686,453		495,044	500,874	555,415	555,416		0	553,787	861,093	861,093
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		64,471	117,301	286,750	289,442		144,060	151,154	149,058	159,339		0	195,217	428,699	448,499
Other Long Term Liabilities		157,441	107,441	102,695	100,004		52,695	52,695	60,283	50,004		0	10,279	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		221,912	224,742	389,445	389,446		196,756	203,849	209,341	209,343		0	205,496	428,699	448,499
Net Assets		169,226	178,215	297,006	297,007		298,288	297,025	346,074	346,073		346,379	348,291	432,394	412,594
Total Revenues	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	3,749,614	3,362,102	3,262,783	3,495,366	3,495,368
Total Expenditures	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	3,674,914	3,361,797	3,260,565	3,409,043	3,428,847
Net Income / (Loss)	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925	74,700	305	2,218	86,323	66,521
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	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925	74,700	305	2,218	86,323	66,521
Net Assets, Beginning	121,041	152,006	152,006	152,006	152,008	178,215	297,004	297,004	297,006	297,007	323,219	346,074	346,073	346,073	346,073
Adj. for restatement / Prior Yr Adj	0	0	2	2	0	0	0	3	0	(47,859)	0	0	0	(2)	0
Net Assets, Beginning, Adjusted	121,041	152,006	152,008	152,008	152,008	178,215	297,004	297,007	297,006	249,148	323,219	346,074	346,073	346,071	346,073
Net Assets, End	161,183	169,226	178,215	297,006	297,007	272,745	298,288	297,025	346,074	346,073	397,919	346,379	348,291	432,394	412,594

7598	Audited Financials					2019-2020				
Bert Corona Charter High	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	70,647	81,026	178,482	201,140	0		181,593	0	0	0
Current Assets	406,914	609,070	496,858	639,558	0		482,200	0	0	0
Fixed and Other Assets	67,904	77,383	58,558	221,535	0		161,824	0	0	0
Total Assets	474,818	686,453	555,416	861,093	0		644,024	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	172,810	289,442	159,339	448,499	0		137,799	0	0	0
Other Long Term Liabilities	150,000	100,004	50,004	0	0		55,351	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	322,810	389,446	209,343	448,499	0		193,150	0	0	0
Net Assets	152,008	297,007	346,073	412,594	0		450,874	0	0	0
Total Revenues	1,561,639	2,031,277	2,762,147	3,495,368	0	3,219,097	2,768,201	0	0	0
Total Expenditures	1,396,646	1,886,278	2,665,222	3,428,847	0	3,206,935	2,749,722	0	0	0
Net Income / (Loss)	164,993	144,999	96,925	66,521	0	12,162	18,479	0	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	164,993	144,999	96,925	66,521	0	12,162	18,479	0	0	0
Net Assets, Beginning	(12,985)	152,008	297,007	346,073	0	348,291	432,394	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	(47,859)	0	0	(1,276)	0	0	0	0
Net Assets, Beginning, Adjusted	(12,985)	152,008	249,148	346,073	0	347,015	432,394	0	0	0
Net Assets, End	152,008	297,007	346,073	412,594	0	359,177	450,874	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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 School’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$412,594 and net income of \$66,521. The 2019-2020 First Interim projects positive net assets of \$431,073 and net income of \$18,479.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2019, Bert Corona Charter High School is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS’ fiscal condition is strong. YPICS and its charter schools reported positive net assets of \$26,830,748 and net income of \$6,146,518. YPICS, without its charter schools, reported positive net assets of \$365 and net income of \$0. According to YPICS, there are no management fees charged to Bert Corona Charter High School 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) for each school.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>		3																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: right;">\$152,008</td> <td style="text-align: right;">\$297,007</td> <td style="text-align: right;">\$346,073</td> <td style="text-align: right;">\$412,594</td> <td style="text-align: right;">\$431,073</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: right;">\$164,993</td> <td style="text-align: right;">\$144,999</td> <td style="text-align: right;">\$49,066</td> <td style="text-align: right;">\$66,521</td> <td style="text-align: right;">\$18,479</td> </tr> <tr> <td>Transfers In/Out</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table>				2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (First Interim)	Net Assets	\$152,008	\$297,007	\$346,073	\$412,594	\$431,073	Net Income/Loss	\$164,993	\$144,999	\$49,066	\$66,521	\$18,479	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS 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 YPICS charter schools, to assess overall compliance with YPICS' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS' 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 YPICS 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 YPICS charter school.

1. Untimely Bank Deposits:

Based on the CSD's review of the school's bank statements for the period from April 2019 through September 2019, the CSD noted two deposits that were made late. Details regarding these deposits are provided below.

Item #	Acct # Ending in	Date Funds Collected	Date Funds Deposited	Number of Days Late	Deposit Amount
1	X0661	6/7/2019	6/24/2019	2	\$2,060.00
2	X0661	6/24/2019	7/8/2019	1	\$3,411.00
TOTAL					\$5,471.00

Page 7 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: "Deposits will be made within ten business days."

The school informed the CSD that the school's leadership team would discuss this policy with its staff, to ensure that all funds collected are deposited in a timely manner. The school further stated that training on the school's fiscal policies and procedures was provided to all staff in January 2020, and weekly reminders would be sent to all designated depositors to ensure that all future deposits are made timely.

The CSD recommends that the school officials with responsibility for reviewing and approval all deposits (including the Chief Operations Officer, the Executive Administrator/Assistant Executive Administrator, or the authorized designee), ensure that all funds collected are deposited timely and appropriate controls are established, to prevent school funds from being deposited late in the future.

2. Lack of Documented Approvals of Bank Reconciliation Reports:

Based on the CSD's review of a sample of the school's Bank Reconciliation Reports for the period from April 2019 through September 2019, the CSD noted that the August 2019 Bank Reconciliation Report for the Checking Account Ending in X7817 lacked documented evidence of approval.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

Page 2 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.”

According to the school’s back office services provider firm, all of the school’s Bank Reconciliation Reports are prepared and approved electronically, and its financial software does not permit the completion of the next bank reconciliation cycle until the current Bank Reconciliation Report has been approved.

The CSD recommends that the school consistently prepare and approve all Bank Reconciliation Reports in the manner outlined in its fiscal policies and procedures, and ensure that all future Bank Reconciliation Reports are prepared accurately, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school.

3. Checks Outstanding for 90 Days or More:

Based on the CSD’s review of the school’s Bank Reconciliation Reports, the CSD noted an employee reimbursement check that, as of September 30, 2019, had been outstanding for more than 90 days (Check # 307101, in the amount of \$32.82, dated 6/7/2019).

The school stated that the check referenced above was researched and investigated before it was voided and reissued.

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.

4. Lack of Documented Pre-Approval for Travel Expenses:

Based on the CSD’s review of the school’s credit card statements and 40 sample transactions for the period spanning the period from April 2019 through September 2019, the CSD noted two travel-related charges that lacked evidence of pre-approval from the school’s Executive Director. Details regarding these transactions are provided below.

Item #	Acct # Ending in	Transaction Date	Vendor Name	Amount	Transaction Description
1	X0194	4/9/2019	Airbnb	\$471.92	Room accommodations for State speech and debate competition
2	X0194	4/16/2019	Airbnb	\$214.83	Lodging for college trip to UC Merced and SFSU
TOTAL				\$686.75	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “The Executive Director must pre-approve all school related travel.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020

According to the school, all school-related travel plans are discussed and approved during the school's leadership team check-in meetings.

The CSD recommends that the school's governing board require the school's leadership team to establish more stringent controls in this area and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.

5. Lack of Documented Pre-Approvals for Employee Reimbursements:

Based on the CSD's review of the school's check register for the period from November 2018 through October 2019, a sample of 55 transactions were selected for further review. The CSD noted three employee reimbursements that lacked evidence of pre-approval from either the school's Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	11/16/2018	306352	School Employee	\$82.01	Parent conference breakfast
2	12/6/2018	306422	School Employee	\$91.93	Food for MORCS DVR
3	5/10/2019	307002	School Employee	\$74.00	ORO Tel Inc. – Live Scan
TOTAL				\$247.94	

Page 14 of the 9/30/2019 YPICS 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/Assistant Executive Administrator."

During the CSD's fiscal review of the school in the previous year (2018-2019), the CSD noted six employee reimbursements that lacked evidence of pre-approvals from the school's Executive Director, its Chief Operations Officer, or its the Executive Administrator and, in response, the school advised the CSD that the school's leadership team would develop a Pre-Approval Form to ensure that all future pre-approvals of employee reimbursements were documented.

However, during the current year's fiscal review (2019-2020), the school informed the CSD that the Pre-Approval Form referenced by the school in 2018-2019 was not actually implemented in 2019-2020 (because the school considers the Form cumbersome). The school further advised the CSD during the 2019-2020 fiscal review that, instead of implementing this Pre-Approval Form, the school intends to revise its fiscal policies and procedures and will propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation).

The CSD recommends that the school's governing board require the school's leadership team to establish more stringent controls in this area, and ensure adherence to the pre-approval processes outlined in the governing board-approved fiscal policies and procedures.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

6. Lack of Documented Approval for Purchase Requisitions/Purchase Orders:

Based on the CSD’s review and analysis of supporting documents provided by the school, the CSD noted a vendor payment that was not supported by a purchase order reflecting documented approval from either the school’s Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. Details regarding the vendor payment in question are provided below.

Check #	Check Issuance Date	Vendor	Description	Amount	CSD’s Comments
307440	8/29/2019	Lakeshore Learning Materials	Classroom supplies - BCCS	\$282.26	Purchase order not signed/approved
			Classroom supplies - BCCHS	\$801.19	
			Classroom supplies - MORCS	\$908.86	
TOTAL				\$1,992.31	

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “All purchases over \$500 require a purchase requisition. The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:

- If the expenditure is budgeted.
- If funds are available for the expenditure.
- If the expenditure is allowable under the appropriate revenue source.
- If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
- If the price is competitive and prudent and proper bidding procedures have been followed.”

According to the school, its leadership team will review all of the school’s purchase orders and purchase requisitions and ensure that the appropriate approvals are documented therein.

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that complete supporting documents are submitted and appropriate approvals are obtained for all applicable transactions, including purchase orders.

7. Bank Service Fees and Charges on Student Body and Parent Accounts:

Based on the CSD’s review of the school’s bank statements, the CSD noted the following bank fees and charges:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

Item #	Acct # Ending in	Statement Closing Date	Transaction Amount	Transaction Description
1	X7817	4/30/2019	\$12.00	Monthly Service Fee
2	X7817	5/31/2019	\$12.00	Monthly Service Fee
3	X0299	7/31/2019	\$24.80	Analysis Service Charge: Returned Deposited Items (\$14.00) and Branch Coin/Currency Services (\$10.80)
4	X0552	7/31/2019	\$0.30	Analysis Service Charge: Branch Coin/Currency Services
5	X0661	7/31/2019	\$22.01	Cash Deposit Immediate: Excess Cash Deposits
6	X0299	8/31/2019	\$29.70	Analysis Service Charge: Branch Coin/Currency Services
7	X0299	9/30/2019	\$12.90	Analysis Service Charge: Branch Coin/Currency Services
TOTAL			\$113.71	

The CSD was informed that the school's leadership team is considering changing financial institutions for its Student Body and Parent bank accounts.

The CSD recommends that the school regularly review all of its bank statements, note all assessed service fees or charges, and consider alternatives for eliminating or reducing such charges.

8. Penalties Incurred for Late Retirement Contribution Payments to California State Teachers' Retirement System (CalSTRS):

Based on the CSD's review of the school's check register, a CalSTRS contribution payment was selected for further review. The CSD noted that the supporting documents provided for this payment, which was made on or about 1/31/2019 (in the amount of \$93,221.95, payable to the Los Angeles County Office of Education—in reference to the school's November 2018 contribution), included a delinquency penalty of \$34.18.

According to the Los Angeles County Office of Education, delinquency penalties are assessed when mandatory CalSTRS contribution payments are made later than the specified payment periods (pursuant to the California Education Code).

According to the school, its CalSTRS contribution payments are challenging for it to manage, due to unforeseen factors that may require subsequent changes to its calculations (such as part-time employee hours, staff changes, policy changes, etc.).

The CSD recommends that the school's Executive Director, who bears the responsibility for all operations and activities related to financial management, ensure that all retirement data and payment contributions are reported accurately and timely, to prevent the school from incurring additional retirement contribution delinquency penalties in the future.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

9. Vendor Payments Issued Reflecting Information Inconsistent with Revised Organizational Structure:

Based on the CSD’s review of documents provided by the school, the CSD noted a vendor payment that was supported by a lease agreement between the San Fernando Valley Japanese American Community Center and Youth Policy Institute [YPI] (Check # 307500, in the amount of \$9,500, dated 9/26/2019, which indicated that the check was for a 10/2019 Rent Payment). The CSD was informed that YPI, a former sole member of YPICS, had been removed from this sole member role—effective November 6, 2019, per YPICS’ Restated Articles of Incorporation, which, if accurate, potentially nullifies the lease agreement referenced above.

According to the school, the original lease was executed in 2005, and the terms were subsequently extended through June 30, 2021. Currently, YPICS is in the process of negotiating its next lease, which, upon completion, will reference YPICS as the lessee.

The CSD recommends that the school’s governing board and leadership team ensure that all payments made by the school originate from contracts executed either by the school itself or its charter operator. Further, the CSD recommends that the school’s governing board ensure that all service contracts are current, appropriately reviewed, and approved.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing 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).

1. Organizational Decision to Forego Public Posting of the School’s Audited Financial Statements:

Bert Corona Charter does not post its audited financial statements to the school’s website. According to the school, a draft version of the school’s annual independent audit report is included with the school’s governing board meeting materials and is available online for public viewing as this item is raised for discussion during the governing board meeting. The school further states that, during other school events held throughout the year, parents and members of the community have the opportunity to obtain details regarding the school’s budget and its related financial information. In addition, the school advised the CSD that stakeholders may also obtain information regarding the school’s finances (including copies of the school’s audited financial statements), via the school’s Main Office. The CSD was provided with a copy of the school’s “Charter Transparency Request Form.”

In order to ease the burden for all stakeholders and members of the public that have an interest in the school’s finances (and demonstrate greater transparency), the CSD recommends that Bert Corona Charter post its current and future audited financial statements on its website.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

2. Inadequate Controls Regarding Intraorganizational Fund Transfers:

Based on the CSD’s review of supporting documents provided by the school, the CSD noted two checks related to intraorganizational fund transfers between bank accounts managed by YPICS (one check issued to Bert Corona Charter School, and one check issued to YPICS). Details regarding these transactions are summarized below.

Item #	Acct # Ending in	Check #	Payee	Amount	Description
1	X3232	1003858	Bert Corona Charter School	\$1,000,000.00	Transfer funds from WF TO PWB
2	X6905	306432	YPI Charter Schools, Inc.	\$100,000.00	Transfer funds from PWB TO CCU
TOTAL				\$1,100,000.00	

The two transfers summarized above include supporting documentation (from either the school’s Executive Director or its back office services provider firm— i.e., copies of canceled checks, bank statements, and/or email requests), and indicate approval from the school’s Executive Director. According to the school, its back office services provider firm monitors the school’s cash accounts and, on a weekly basis, transmits a Cash Position Report that shows each account’s current balance, all outstanding checks, and any other open items. The school further stated that this Cash Position Report is used as a tool to recommend intraorganizational fund transfers as needed. According to the school, no formal approval process exists for these transfers.

Based on the CSD’s review of YPICS’ current fiscal policies and procedures, the CSD noted a lack of written guidance regarding intraorganizational fund transfer requests and approvals, such as: (1) The individuals authorized to request transfers; (2) Permissible purposes for transfers; (3) The required documents to be included with transfer requests submitted for review, and (4) The name(s) and position/title(s) of the parties responsible for reviewing and approving such transfers.

The CSD recommends that YPICS revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing intraorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls and enhance transparency.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.

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 HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/19/2020**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 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 April 2019 through September 2019. Selected the months of June 2019 and July 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Business 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)
 - 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)
 - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
 - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
 - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from April 2019 through September 2019. Selected the months of April 2019 and August 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
 - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
 - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
 - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
 - g. California Credit Union Credit Card Ending in X0277 (Director of Operations, Bert Corona Charter)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - i. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director, account closed in April 2019)
4. Reviewed the following 55 checks (and 10 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 1003858; 1115; 1133; 1150; 1156; 1165; 01/31/19 – STRS; 306308; 306310; 306352; 306422; 306432; 306712; 306716; 306719; 306724; 306728; 306793; 306876; 306956; 306962; 307001; 307002; 307015; 307087; 307109; 307116; 307185; 307236; 307243; 307257; 307263; 307282; 307312; 307323; 307388; 307429; 307440; 307454; 307466; 307467; 307500; 307502; 307511; 307518; 307522; 307549; 307551; 307552; 307584; 307589; 307599; 307602; 307613; Q802580
 - b. ACH Debit Transactions (Checking Account Ending in X6905 – transaction dates): 6/3/2019; 6/6/2019; 6/11/2019; 6/12/2019; 6/13/2019; 6/24/2019; 7/1/2019; 7/3/2019; 7/5/2019; 7/9/2019



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$201,140, and total expenditures equal \$3,428,847. Therefore, the school's cash reserve level is 5.87%, which exceeds the recommended 5%.
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. No discrepancies were noted.
8. 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 was provided.
9. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter High School is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. Bert Corona Charter High School did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
11. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
12. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
13. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
14. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
15. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
16. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
17. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
18. Evidence of Bert Corona Charter High School offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
19. Equipment inventory was provided.
20. The 2019-2020 LCAP was submitted to LAUSD.
21. The most current LCAP is posted on the charter school's website.
22. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
23. The most current Audited Financial Statements are not posted on the charter school's website. The CSD's observations were noted in the Other Observations section above.
24. The 2018-2019 audited and unaudited actuals nearly mirror each other.

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

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;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

<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> <ol 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). <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 	<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> <ol 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 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
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

<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: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

<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: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/19/2020

<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>

Coversheet

LAUSD Certification of Board Compliance Review

Section: V. Items Scheduled For Action
Item: B. LAUSD Certification of Board Compliance Review
Purpose: Vote
Submitted by:
Related Material:
Recommendation to approve LAUSD Certification of Board Compliance Review 202021.pdf
Attachment E - Charter School Compliance Monitoring 2020-2021.pdf



YPI CHARTER SCHOOLS

December 7, 2020

TO: YPICS Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve LAUSD Certification of Board Compliance Review

BACKGROUND

As part of the responsibility set forth in Education Code § 47604.3, the authorizing district of the three YPICS, the Los Angeles Unified School District (LAUSD), through the Charter Schools Division (CSD), monitors each school's compliance with applicable legal and policy requirements.

ANALYSIS

The oversight requires action on part of the YPICS Board of Trustees and is explained in the excerpt below from the Director of the LAUSD Charter Schools Division which was addressed to the Governing Board Executive Director and Charter School Leaders:

- 1) Certification of Board Compliance Review: As part of the Governing Board's fulfillment of its fiduciary responsibility to ensure that the charter schools comply with all applicable laws and other requirements, the Governing Boards are asked to periodically review, discuss, monitor, and modify, if necessary, the schools' policies, systems, and procedures for compliance with such requirements. The Charter Schools Division has created the *Compliance Monitoring and Certification of Board Compliance Review 2020-21* to document this process for each LAUSD authorized charter school. The document is due to the CSD no later than January 8, 2021, along with relevant Board agendas and minutes that document the Board's review of these compliance items, no later than January 8, 2021.
- 2) 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.

RECOMMENDATION

It is recommended that the Board of Trustees certify the *Compliance Monitoring and Certification of Board Compliance Review 2020-21* document for the three YPICS Schools.



**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

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2020-2021

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 23, 2020**, (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 23, 2020.**
- (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 2020-2021*, 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 8, 2021.**

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 2020-2021* 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 2020-2021* 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 2020-2021

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 23, 2020 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 8, 2021 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 2021
		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 2020-2021” form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	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 (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(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<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 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</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 2021
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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-5532.1 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 FSDRL and 2020-2021 Opening 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 2021
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 FSDRL.	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 FSDRL.	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; See current FSDRL.	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	posting of Board 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"/>
<p>13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p>	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"/>
<p>14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	[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"/>
<p>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/</p>	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 2021
<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 (Public Law 111–296); 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, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.</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 2021
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"/>
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

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.

<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

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

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

Coversheet

Material Revisions for YPICS to LAUSD

Section: V. Items Scheduled For Action
Item: C. Material Revisions for YPICS to LAUSD
Purpose: Vote
Submitted by:
Related Material: YPICS Material Amendment Board Resolution 2020-10 Final.pdf



Board Resolution # 2020-10

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

Material Amendment – Removal of YPI Sole Statutory Member of Corporation

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

WHEREAS, YPI Charter Schools, Inc., operates the Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona High School authorized through the Los Angeles Unified School District (the “District”); and

WHEREAS, YPI Charter Schools, Inc. approved the Restated Articles of Incorporation, which amended Section 2. IV and now reads “The Corporation shall have no members” at the October 14, 2019 Board Meeting; and

WHEREAS, Notice was given to Youth Policy Institute, Inc. pursuant to *California Corporations Code Section 5342* on October 15, 2019, which reads, “Please be advised that revisions to the Bylaws of YPI Charter Schools, Inc. have been proposed for consideration and approval of Youth Policy Institute, Inc. The approval of the Bylaws shall affect YPI Charter Schools, Inc. and Youth Policy Institute, Inc. by eliminating all members and therefore terminating the sole statutory member, Youth Policy Institute, Inc.”; and

WHEREAS, the Board of Directors of Youth Policy Institute affirmed receipt of the October 15, 2019 written notice and waved the 45-day notice requirement set forth in California Corporations Code section 5432, and approved the Restated Articles of Incorporation and Bylaws as amended, eliminating the sole statutory membership structure on October 24, 2019; and

WHEREAS, Youth Policy Institute, Inc. officially closed its doors for business on October 25, 2019.

NOW THEREFORE BE IT RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby approves the Amended Articles of Incorporation filed with the Secretary of State on November 06, 2019 be submitted to LAUSD and included with the three charter school petitions operated by YPI Charter Schools, Inc. as a material amendment with the elimination of the Sole Statutory Member of the corporation.

BE IT FURTHER RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby approves and authorizes Yvette King-Berg, Executive Director of YPI Charter Schools, Inc., to

10660 White Oak Avenue, Granada Hills, California, CA 91344
Phone (818) 834-5805
Fax (818) 834-1505

execute any material revision amendment documents and otherwise act on behalf of the charter schools with respect to material amendment revision application process.

I, Sandra Mendoza, certify that the Board of Directors of YPI Charter Schools, Inc on December 7, 2020, adopted the foregoing resolution, at Los Angeles, California.

By: _____
Sandra Mendoza, Board Secretary

Coversheet

YPICS October 2020 Financials

Section: V. Items Scheduled For Action
Item: D. YPICS October 2020 Financials
Purpose: Vote
Submitted by:
Related Material: 20-21 YPICS Financials Board Packet 20.10.pdf

1 Key Performance Indicators

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

KEY POINTS

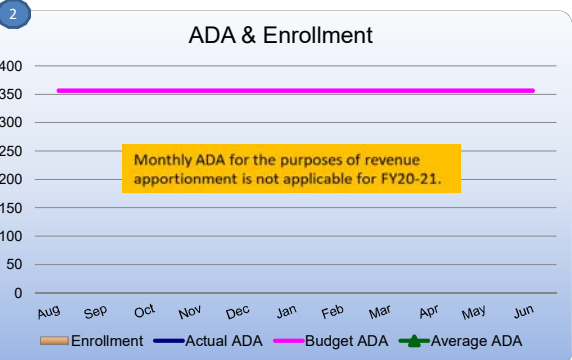
LCFF Revenue will be funded on FY19-20 P2 of 356.16

Revenue is projected to be higher than budget by \$114K.

Operating Expenses are projected to be below budget by \$59K.

Overall, Net Income is projected to be \$184K which is \$55K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$735K which represents 10% of total expenses.



3 Average Daily Attendance Analysis

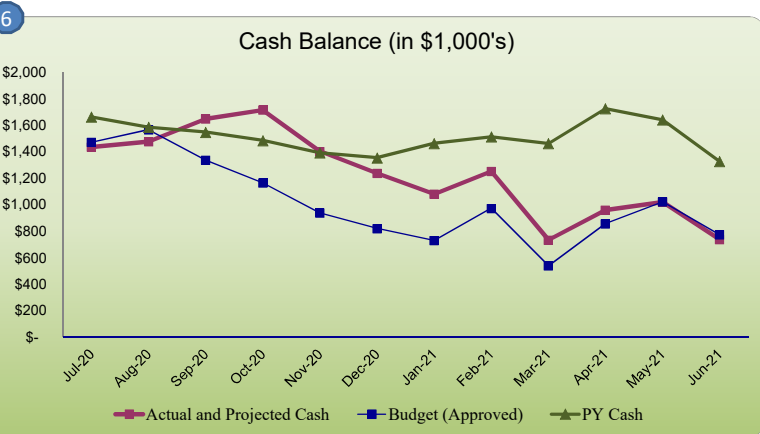
Category	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	371	371	0	374
ADA %	96.0%	96.0%	0.0%	96.0%
Average ADA	356.16	356.16	0.00	354.27

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	77.4%	77.4%	0.0%	81.4%
3-Year Average %	79.9%	79.9%	0.0%	83.0%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 10/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	3,640,790	3,640,790	0	3,640,790	0	896,230	884,425	11,805	3,683,607	3,710,179
Federal Revenue	3,256,663	3,145,894	110,769	3,145,894	110,769	438,887	438,592	295	1,752,401	3,312,201
State Revenue	365,915	365,412	503	365,412	503	31,393	-	31,393	376,784	678,133
Other Local Revenue	253,903	251,551	2,352	251,551	2,352	88,564	96,831	(8,267)	272,418	307,896
Grants/Fundraising	10,500	10,000	500	10,000	500	6,500	7,222	(722)	36,500	12,301
TOTAL REVENUE	7,527,771	7,413,647	114,124	7,413,647	114,124	1,461,574	1,427,069	34,505	6,121,710	8,020,710
Total per ADA	21,136	20,815	320	20,815	320				17,280	21,949
w/o Grants/Fundraising	21,106	20,787	319	20,787	319				17,177	21,915
Certificated Salaries	1,347,557	1,354,091	6,533	1,354,091	6,533	389,122	395,656	6,533	1,248,899	1,156,495
Classified Salaries	583,147	573,822	(9,325)	573,822	(9,325)	206,931	197,606	(9,325)	964,766	843,782
Benefits	621,924	612,899	(9,025)	612,899	(9,025)	227,603	218,615	(8,988)	680,531	591,941
Student Supplies	801,397	773,149	(28,249)	773,149	(28,249)	152,860	257,714	104,854	518,477	703,993
Operating Expenses	3,729,832	3,733,319	3,487	3,733,319	3,487	444,119	904,952	460,833	2,787,938	4,399,157
Other	259,554	236,863	(22,690)	236,863	(22,690)	87,705	80,248	(7,457)	267,045	261,064
TOTAL EXPENSES	7,343,412	7,284,143	(59,269)	7,284,143	(59,269)	1,508,341	2,054,791	546,451	6,467,657	7,956,432
Total per ADA	20,618	20,452	(166)	20,452	166				18,256	21,773
NET INCOME / (LOSS)	184,359	129,504	54,855	129,504	54,855	(46,766)	(627,722)	588,413	(345,947)	64,278
OPERATING INCOME	443,913	366,367	77,546	366,367	77,546	40,939	(547,474)	588,413	(84,586)	325,342
EBITDA	443,913	366,367	77,546	366,367	77,546	40,939	(547,474)	588,413	(78,902)	325,342



Year-End Cash Balance

Projected	Budget	Variance
735,434	773,481	(38,047)

7 Balance Sheet

Balance Sheet	6/30/2020	9/30/2020	10/31/2020	6/30/2021 FC
Assets				
Cash, Operating	1,326,467	1,647,709	1,713,472	735,434
Cash, Restricted	0	0	0	0
Accounts Receivable	1,675,044	1,146,380	1,125,865	2,288,714
Due From Others	25,822	25,822	25,822	185,822
Other Assets	66,995	68,545	68,545	138,215
Net Fixed Assets	467,551	424,577	402,696	230,848
Total Assets	3,561,879	3,313,034	3,336,400	3,579,033
Liabilities				
A/P & Payroll	560,370	589,999	551,591	534,866
Due to Others	212,281	58,329	42,348	70,580
Deferred Revenue	0	0	0	0
Total Debt	0	0	0	0
Total Liabilities	772,652	648,328	593,939	605,446
Equity				
Beginning Fund Bal.	3,135,174	2,789,227	2,789,227	2,789,227
Net Income/(Loss)	(345,947)	(124,522)	(46,766)	184,359
Total Equity	2,789,227	2,664,706	2,742,461	2,973,587
Total Liabilities & Equity	3,561,879	3,313,034	3,336,400	3,579,033
Days Cash on Hand	78	85	88	38
Cash Reserve %	21.4%	23.4%	24.2%	10.4%





BERT CORONA CHARTER SCHOOL

Financial Analysis

October 2020

Net Income

Bert Corona Charter School is projected to achieve a net income of \$184K in FY20-21 compared to \$130K in the board approved budget. Reasons for this positive \$55K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of October 31, 2020, the school's cash balance was \$1.71M. By June 30, 2021, the school's cash balance is projected to be \$735K, which represents a 10% reserve.

As of October 31, 2020, the Accounts Receivable balance was \$1.13M, down from \$1K in the previous month, due to the receipt of revenue earned in FY19-20.

As of October 31, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$552K, compared to \$590K in the prior month.

As of October 31, 2020, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY20-21 is projected to be \$7.53M, which is \$114K or 1.5% over budgeted revenue of \$7.41M.

Other Federal Revenue - is projected to be over budget by \$111K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

Expenses

Total expenses for FY20-21 are projected to be \$7.34M, which is \$59K or 0.8% over budgeted expenditures of \$7.28M.

Core Curriculum Materials are projected to be higher than budget by 29K

Depreciation Expense is projected to be higher than budget by \$23K

ADA

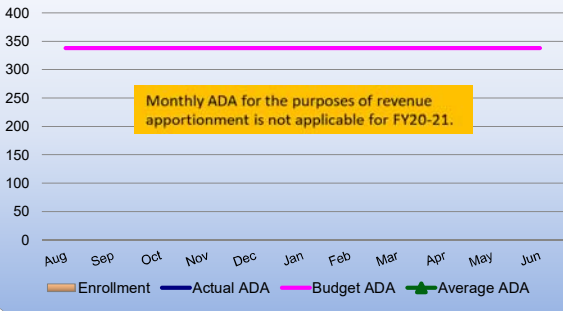
LCFF Revenue will be funded on FY19-20 P2 of 356.16

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

LCFF Revenue will be funded on FY19-20 P2 of 345.07

Revenue is projected to be higher than budget by \$48K.

Operating Expenses are projected to be above budget by \$64K.

Overall, Operating Net Income is projected to be \$262K which is \$112K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$1.4M which represents 29% of total expenses. This includes lending \$515K to the High School to mitigate state deferrals.

3 Average Daily Attendance Analysis

Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	353	353	0	353
ADA %	97.0%	97.0%	0.0%	97.4%
Average ADA	345.07	345.07	0.00	345.07

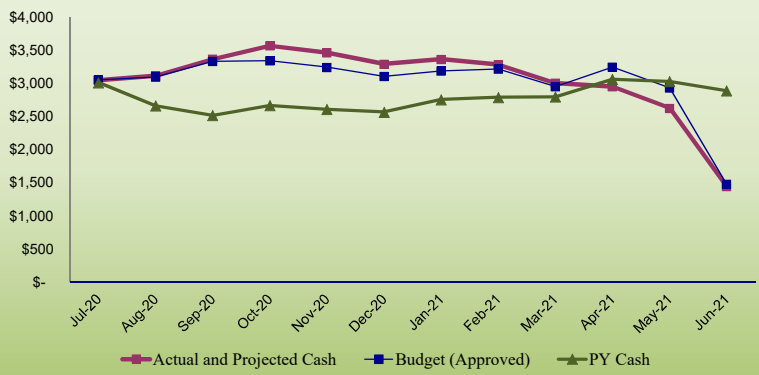
4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	94.0%	94.0%	0.0%	95.8%
3-Year Average %	95.2%	95.2%	0.0%	96.2%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 10/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	3,693,988	3,693,988	0	3,693,988	0	893,539	893,355	184	3,696,024	3,409,039
Federal Revenue	989,862	941,871	47,990	941,871	47,990	410,389	410,307	82	497,807	554,092
State Revenue	224,847	224,847	0	224,847	0	31,499	31,499	0	207,888	6,906,886
Other Local Revenue	236,025	236,025	0	236,025	0	79,200	105,684	(26,484)	287,391	260,909
Grants/Fundraising	11,152	11,152	0	11,152	0	2,152	2,152	0	13,453	17,250
TOTAL REVENUE	5,155,874	5,107,884	47,990	5,107,884	47,990	1,416,779	1,442,997	(26,218)	4,702,564	11,148,176
Total per ADA	14,942	14,802	139	14,802	139				13,628	33,872
w/o Grants/Fundraising	14,909	14,770	139	14,770	139				13,589	33,819
Certificated Salaries	1,274,377	1,284,446	10,069	1,284,446	10,069	359,466	369,535	10,069	1,217,447	1,191,556
Classified Salaries	492,224	503,249	11,025	503,249	11,025	153,157	164,183	11,025	526,357	439,467
Benefits	522,375	552,100	29,724	552,100	29,724	180,602	190,962	10,360	564,446	534,898
Student Supplies	793,753	801,881	8,128	801,881	8,128	135,222	189,326	54,104	419,672	1,292,297
Operating Expenses	1,656,500	1,661,131	4,631	1,661,131	4,631	312,665	378,746	66,081	1,512,858	1,426,232
Other	968,741	969,042	301	969,042	301	324,138	324,439	301	888,494	407,190
TOTAL EXPENSES	5,707,970	5,771,849	63,878	5,771,849	63,878	1,465,250	1,617,190	151,940	5,129,275	5,291,639
Total per ADA	16,541	16,727	185	16,727	(185)				14,864	16,078
NET INCOME / (LOSS)	(552,096)	(663,965)	111,869	(663,965)	111,869	(48,471)	(174,193)	125,421	(426,711)	5,856,536
OPERATING INCOME	262,429	150,401	112,029	150,401	112,029	224,143	98,261	125,882	392,763	6,263,726
EBITDA	416,645	305,077	111,568	305,077	111,568	275,667	150,246	125,421	461,783	6,263,726

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



Year-End Cash Balance		
Projected	Budget	Variance
1,442,763	1,479,020	(36,257)

7 Balance Sheet

Balance Sheet	6/30/2020	9/30/2020	10/31/2020	6/30/2021 FC
Assets				
Cash, Operating	2,816,839	3,293,187	3,494,700	1,442,763
Cash, Restricted	72,902	72,902	72,902	0
Accounts Receivable	676,614	144,167	21,143	1,256,754
Due From Others	2,000	2,000	2,000	517,000
Other Assets	37,382	38,724	38,724	76,634
Net Fixed Assets	28,243,019	28,041,033	27,972,879	27,430,967
Total Assets	31,848,756	31,592,014	31,602,349	30,724,119
Liabilities				
A/P & Payroll	617,684	661,147	610,573	336,209
Due to Others	496,100	332,619	332,619	360,968
Deferred Revenue	150,214	150,214	150,214	150,214
Total Debt	7,728,852	7,728,062	7,701,508	7,572,917
Total Liabilities	8,992,850	8,872,041	8,794,914	8,420,308
Equity				
Beginning Fund Bal.	23,282,617	22,855,906	22,855,906	22,855,906
Net Income/(Loss)	(426,711)	(135,934)	(48,471)	(552,096)
Total Equity	22,855,906	22,719,972	22,807,435	22,303,810
Total Liabilities & Equity	31,848,756	31,592,014	31,602,349	30,724,118
Days Cash on Hand	239	242	261	108
Cash Reserve %	65.4%	66.4%	71.4%	29.5%



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

October 2020

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$552K in FY20-21 compared to -\$664K in the board approved budget. Reasons for this positive \$112K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of October 31, 2020, the school's cash balance was \$3.49M. By June 30, 2021, the school's cash balance is projected to be \$1.44M, which represents a 29% reserve.

As of October 31, 2020, the Accounts Receivable balance was \$21K, down from \$144K in the previous month, due to the receipt of revenue earned in FY19-20.

As of October 31, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$611K, compared to \$661K in the prior month.

As of October 31, 2020, MORCS had a debt balance of \$7.70M compared to \$7.73M in the prior month. An additional \$129K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY20-21 is projected to be \$5.16M, which is \$48K or 0.9% over budgeted revenue of \$5.11M.

Other Federal Revenue - is projected to be over budget by \$48K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

Expenses

Total expenses for FY20-21 are projected to be \$5.71M, which is \$64K or 1.1% under budgeted expenditures of \$5.77M.

Certificated Salaries are forecasted to be \$10K above budget

Classified Salaries are forecasted to be \$11K above budget

Health Insurance Costs are forecasted to be \$30K below budget

ADA

LCFF Revenue will be funded on FY19-20 P2 of 345.07

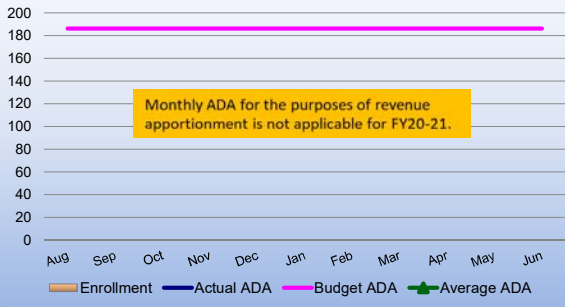
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (October 2020)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

LCFF Revenue will be funded on FY19-20 P2 of 181.14

Revenue is projected to be higher than budget by \$58K.

Operating Expenses are projected to be above budget by \$7K.

Overall, Net Income is projected to be \$68K which is \$65K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$140K which represents 5% of total expenses. This includes borrowing \$515K from MORCS to mitigate state deferrals.

3 Average Daily Attendance Analysis

Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	195	195	0	195
ADA %	95.0%	95.0%	0.0%	94.0%
Average ADA	181.14	181.14	0.00	181.14

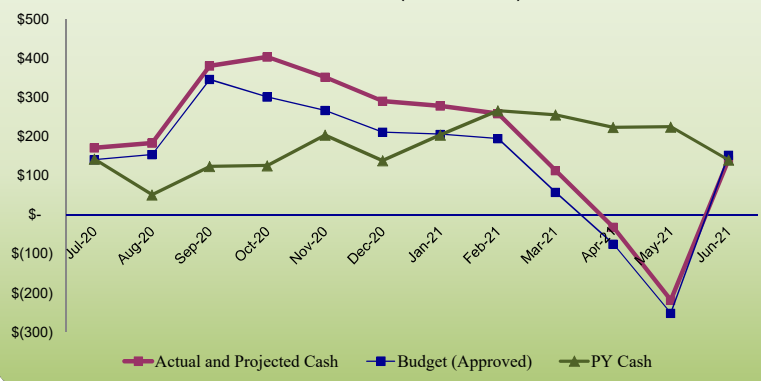
4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	91.4%	91.4%	0.0%	93.7%
3-Year Average %	88.1%	88.1%	0.0%	85.9%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 10/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	2,256,770	2,256,770	0	2,256,770	0	518,368	510,377	7,991	2,298,837	2,716,059
Federal Revenue	585,494	537,436	48,058	537,436	48,058	286,153	286,001	152	206,451	235,881
State Revenue	70,207	70,207	0	70,207	0	19,591	-	19,591	55,571	299,784
Other Local Revenue	132,831	122,594	10,237	122,594	10,237	50,670	37,267	13,403	134,674	203,095
Grants/Fundraising	12,000	12,000	0	12,000	0	-	5,794	(5,794)	13,202	40,547
TOTAL REVENUE	3,057,301	2,999,006	58,295	2,999,006	58,295	874,782	839,439	35,343	2,708,735	3,495,366
Total per ADA	16,878	16,556	322	16,556	322				14,954	15,679
w/o Grants/Fundraising	16,812	16,490	322	16,490	322				14,881	15,497
Certificated Salaries	924,386	937,697	13,310	937,697	13,310	252,946	266,257	13,310	905,595	1,094,402
Classified Salaries	310,167	310,081	(86)	310,081	(86)	99,922	99,836	(86)	303,496	408,964
Benefits	405,727	419,255	13,528	419,255	13,528	144,084	149,056	4,973	390,733	530,086
Student Supplies	426,206	416,855	(9,351)	416,855	(9,351)	46,598	57,929	11,332	190,042	324,559
Operating Expenses	873,884	863,581	(10,303)	863,581	(10,303)	222,644	256,172	33,528	872,236	1,020,213
Other	49,336	49,384	48	49,384	48	17,189	17,237	48	62,760	30,819
TOTAL EXPENSES	2,989,705	2,996,852	7,147	2,996,852	7,147	783,382	846,488	63,106	2,724,863	3,409,043
Total per ADA	16,505	16,544	39	16,544	(39)				15,043	15,292
NET INCOME / (LOSS)	67,596	2,154	65,442	2,154	65,442	91,400	(7,048)	98,401	(16,128)	86,323
OPERATING INCOME	116,931	51,538	65,393	51,538	65,393	108,590	10,189	98,401	46,513	116,892
EBITDA	116,931	51,538	65,393	51,538	65,393	108,590	10,189	98,401	46,632	117,143

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



Year-End Cash Balance		
Projected	Budget	Variance
139,831	151,587	(11,756)

7 Balance Sheet

Balance Sheet	6/30/2020	9/30/2020	10/31/2020	6/30/2021 FC
Assets				
Cash, Operating	139,783	380,408	403,221	139,831
Cash, Restricted	0	0	0	0
Accounts Receivable	159,965	5,681	(0)	819,094
Due From Others	33	33	33	33
Other Assets	24,687	24,687	24,687	50,608
Net Fixed Assets	162,799	149,895	145,610	113,464
Total Assets	487,267	560,703	573,550	1,123,030
Liabilities				
A/P & Payroll	65,775	88,744	65,610	123,895
Due to Others	25,026	20,074	20,074	535,074
Deferred Revenue	0	0	0	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	90,801	108,818	85,684	658,968
Equity				
Beginning Fund Bal.	412,594	396,466	396,466	396,466
Net Income/(Loss)	(16,128)	55,419	91,400	67,596
Total Equity	396,466	451,885	487,866	464,061
Total Liabilities & Equity	487,267	560,703	573,550	1,123,030
Days Cash on Hand	19	47	50	17
Cash Reserve %	5.3%	12.9%	13.7%	4.8%





Bert Corona Charter High School Financial Analysis October 2020

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$68K in FY20-21 compared to \$2K in the board approved budget. Reasons for this positive \$65K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of October 30, 2020, the school's cash balance was \$403K. By June 30, 2021, the school's cash balance is projected to be \$140K, which represents a 5% reserve.

As of October 30, 2020, the Accounts Receivable balance was \$K, down from \$6K in the previous month, due to the receipt of revenue earned in FY19-20.

As of October 30, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$66K, compared to \$89K in the prior month.

As of October 30, 2020, BCHS had a zero debt balance. Due to MORCS is estimated to be \$515K at 06/30/20 to mitigate state revenue deferrals.

Income Statement

Revenue

Total revenue for FY20-21 is projected to be \$3.06M, which is \$58K or 1.9% over budgeted revenue of \$3.00M.

Other Federal Revenue - is projected to be over budget by \$48K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

Expenses

Total expenses for FY20-21 are projected to be \$2.99M, which is \$7K or 0.2% under budgeted expenditures of \$3.00M.

ADA

LCFF Revenue will be funded on FY19-20 P2 of 181.14

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 07/01/20 to 10/31/20**

Check #	Vendor Name	Date	Description	Amount
07/09/20EPM	BENECO	7/9/2020	07/20 - HEALTH PREMIUMS	74,492.43
309323	COMMISSION ON TEACHER CREDENTIALING	7/14/2020	Provisional Internship permit for Nancy Soriano	100.00
309324	COMMISSION ON TEACHER CREDENTIALING	7/14/2020	Short term staffing permit for Richard Serna	100.00
309325	7 LAYER IT SOLUTIONS, INC.	7/17/2020	07/20 - MANAGEMENT & LINUX SERVICES GOLD PACKAGE	1,120.00
309326	XEROX FINANCIAL SERVICES	7/17/2020	6/29-7/28/20- Copier Lease #010-0058450-002	1,475.21
309327	REPUBLIC SERVICES #902	7/17/2020	6/20-7/20- Waste Disposal services Acc#9496	1,820.42
309328	SOCAL OFFICE TECHNOLOGIES, INC	7/17/2020	7/16-8/15/20- BASE RATE CHARGE	628.48
309329	PURE WATER OF LA	7/17/2020	7/20- WATER COOLER MAINTENANCE	76.65
308324M	AT&T	7/17/2020	05/16-06/15/20 FAX 213-351-1305	395.79
308325M	DIRECTED	7/17/2020	6/8-6/12/20- SPECIAL ED SERVICES	1,875.31
308326M	FRESH START MEALS, INC.	7/17/2020	6/20- JANITORIAL SERVICES	3,000.00
308327M	LUIS GIRON	7/17/2020	6/20- LANDSCAPING SERVICES	800.00
308328M	GREEN WORKS SOLUTIONS	7/17/2020	06/20 - INSTALLATION AND MATERIALS: PLEXIGLASS BARRIER INTO	930.00
308329M	NCCEP	7/17/2020	10/01/19 - 09/30/2020 MEMBERSHIP	3,500.00
308330M	OFFICE 360	7/17/2020	HP 64XL, (N9J91AN) HIGH YIELD TRI-COLOR ORIGINAL INK CARTRID	51.37
308331M	RENE QUON	7/17/2020	REIM - US POSTAL SERVICE-STAMPS FOR ENROLLMENT POSTCARDS	660.00
308332M	SYNCB/AMAZON	7/17/2020	OFFICE SUPPLIES	185.43
308333M	FRANCISCO TOPETE	7/17/2020	6/16-6/30/20- MAINTENANCE SERVICES	1,199.00
308334M	XEROX FINANCIAL SERVICES	7/17/2020	5/7-6/6/20- COPIER LEASE 010-0042736-001	1,419.50
309331	GREEN WORKS SOLUTIONS	7/27/2020	ENDING RAMPS ANTI-SKID BUILDINGS 3/4, 5/6, 10/11, 12/13	31,850.00
308335M	COBRO CONSULTING	7/27/2020	2ND QUARTER SERVICES	6,000.00
308336M	KELLY PAPER	7/27/2020	06/20 -SOLAR YELLOW CARDSTOCK PAPER	3,220.08
308337M	LA DEPT. OF WATER AND POWER	7/27/2020	4/30-6/30/20 FIRE SERVICE CHARGES	241.40
308338M	LA DEPT. OF WATER AND POWER	7/27/2020	4/30-6/29/20- WATER & SEWER SERVICES	152.81
308339M	LA DEPT. OF WATER AND POWER	7/27/2020	5/29-6/29/20- ELECTRIC CHARGES	4,921.93
308340M	PURE WATER OF LA	7/27/2020	6/20- WATER COOLER MAINTENANCE	76.65
308341M	Sparkletts	7/27/2020	6/20- BOTTLED WATER ACC#0211	51.14
308342M	TOTAL EDUCATION SOLUTIONS	7/27/2020	10/2019- SPECIAL ED SERVICES. BALANCE DUE THE ORIGINAL INVOI	3,903.00
309332	San Fernando Valley Japanese American Community Ce	7/28/2020	08/20 - RENT	9,500.00
309333	PETER HUANG AND LORETTA HUANG	7/28/2020	08/20 - RENT	5,144.66
309334	Sparkletts	7/28/2020	7/20 - COOLER ACCT #8625	5.99
309335	SOCAL OFFICE TECHNOLOGIES, INC	7/28/2020	7/28-8/27/20- COPIER LEASE# CNA6494-01	162.82
309336	MAJOR METROPOLITAN SECURITY	7/28/2020	8/20- FIRE ALARM MONITORING	405.00
309337	NEARPOD, INC.	7/28/2020	7/1/20-6/30/21- LICENSE- NEARPOD DIGITAL CITIZENSHIP AND LITERACY OI	4,700.00
309338	HITECH WIRELESS	7/28/2020	6 SHOT SLIM 6 UNIT MULTI-CHARGER	1,318.70
309339	FRONTIER	7/28/2020	7/13-8/12/20- FAX 818-834-8075	228.06
309340	Amplified IT	7/28/2020	GFE COLLAB DISCOUNT	5,523.30
309341	PLANCONNECT	7/28/2020	4/1-6/30/20- 403B QUARTERLY DUES	100.00
309342	MOSYLE CORPORATION	7/28/2020	7/2/20- 7/2/21- MOSYLE AUTH ADD-ON SUBSCRIPTION	8,600.00
309343	SOUTHERN CALIFORNIA GAS COMPANY	7/28/2020	6/11-7/13/20- GAS CHARGES	254.56
308343M	DIRECTED	8/4/2020	6/19/20- SPECIAL ED SERVICES	68.89
308344M	LUIS GIRON	8/4/2020	6/20- LANDSCAPING SERVICES-RESEEDING OF PLAY-FIELD, LAWNS AR	2,180.98
308345M	HESS AND ASSOCIATES, INC.	8/4/2020	Q4 FY-1920 RETIREMENT REPORT	800.00
308346M	LA DEPT. OF WATER AND POWER	8/4/2020	3/17-7/15/20- ELECTRIC, WATER, & SEWER CHARGES	15,702.34
308347M	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	8/4/2020	6/20- LEGAL SERVICES	2,805.00
308348M	MCCALLA COMPANY	8/4/2020	GLOVES & ALCOHOL WIPES	378.59
308349M	Quadient Finance USA, Inc.	8/4/2020	6/20-POSTAGE & EQUIPMENT RENTAL	812.74
308350M	PETER HUANG AND LORETTA HUANG	8/4/2020	6/8-7/10/20- ELECTRIC CHARGES	395.66
308351M	Ropers Majeski	8/4/2020	6/19-6/11/20- LEGAL SERVICES	275.00
308352M	SOUTHERN CALIFORNIA GAS COMPANY	8/4/2020	6/11-7/13/20- GAS CHARGES	254.56
308354M	SYNCB/AMAZON	8/4/2020	ALL OTHER SUPPLIES	3,771.09
308355M	WAXIE SANITARY SUPPLY	8/4/2020	WIPES PLUS DISINFECTING WIPE 75 COUNT TUB - 6 PER CASE	102.97
309344	TIME WARNER CABLE	8/5/2020	7/14-8/13/20- INTERNET ACC#0556	1,181.49
309345	XEROX FINANCIAL SERVICES	8/5/2020	7/29-8/28/20- COPIER LEASE # 010-0058450-001	1,384.24
309346	MASERGY CLOUD COMMUNICATIONS, INC	8/5/2020	7/20- COMMUNICATIONS SERVICES	1,785.28
309347	FRANCISCO TOPETE	8/5/2020	7/1-7/15/20- MAINTENANCE SERVICES	545.00
309348	PEAR DECK, INC.	8/5/2020	8/1/20-7/31/21- PEAR DECK PREMIUM GROUP SUBSCRIPTION	299.98
309349	SYNCB/AMAZON	8/5/2020	OLYMPIA TOOLS 85-010 GRAND PACK-N-ROLL PORTABLE TOOLS CARRIEF	1,335.02
309350	Quadient Finance USA, Inc.	8/5/2020	7/20-EQUIPMENT RENTAL	380.95
309351	KELLY PAPER	8/5/2020	LABELS	152.97
309352	LUIS GIRON	8/5/2020	7/20- LANDSCAPING SERVICES	800.00
309353	7 LAYER IT SOLUTIONS, INC.	8/5/2020	6/24/20-6/23/21 SMART-NET RENEWAL FOR:CISCO 4331 ROUTER	649.00
309354	AT&T	8/5/2020	LATE FEE 6/16/20 STD	409.54
309355	MCCALLA COMPANY	8/5/2020	CUSTOM HD SANITIZER STAND	7,261.67
309356	WAXIE SANITARY SUPPLY	8/5/2020	WAXIE GERMICIDAL ULTRA BLEACH GL 3/CS.	230.06
309357	STS EDUCATION	8/5/2020	LTL SHIPPING CHARGE	26,413.45
309358	VASHON NUTT	8/5/2020	07/20 - AMAZON- DOCUMENT CAMERA FOR SPED ASSESMENT	54.70
309359	ILLUMINATE EDUCATION, INC.	8/5/2020	DNA, SOFTWARE LICENSE PER STUDENT LICENSES - ILLUMINATE DATA A	14,318.00
309360	ENOME, INC DBA GOALBOOK	8/5/2020	07/01/20 - 06/30/21 - GOALBOOK TOOLKIT SPED MEMBERSHIP	5,985.00
309361	ERIC MORAN	8/5/2020	08/01 - 08/15/20 PAYROLL	687.39
08/03/20EPM	BENECO	8/5/2020	08/20 - HEALTH PREMIUMS	67,171.65
308356M	FRESH START MEALS, INC.	8/6/2020	3/20- JANITORIAL SERVICES	3,150.00
309362	BOARD ON TRACK	8/13/2020	12/21/20-12/21/21- BOARD ON TRACK MEMBERSHIP	6,995.00
309363	AFLAC WORLDWIDE HEAD QUARTERS	8/13/2020	7/20- HEALTH PREMIUM ACC# JBP28	2,378.58
309364	PURE WATER OF LA	8/13/2020	8/20- WATER COOLER MAINTENANCE	76.65

**YPI Charter Schools
Check Register
From 07/01/20 to 10/31/20**

Check #	Vendor Name	Date	Description	Amount
309365	REPUBLIC SERVICES #902	8/13/2020	7/20- WASTE DISPOSAL SERVICES ACC#9496	1,242.29
309366	Amplified IT	8/13/2020	ANNUAL GOOGLE VOICE REGULATORY FEES	7,734.00
309367	WAXIE SANITARY SUPPLY	8/13/2020	PUR TABS-DESINFECTING/SANITIZING	328.50
309368	FRANCISCO TOPETE	8/13/2020	7/16-7/31/20-MAINTENANCE SERVICES	1,308.00
309369	AT&T MOBILITY	8/13/2020	06/20 - 07/19/20 - CELL PHONE CHARGES	1,624.53
309370	Sparkletts	8/13/2020	7/20- BOTTLED WATER ACC#0211	45.19
309371	LA DEPT. OF WATER AND POWER	8/13/2020	6/29-7/29/20- ELECTRIC CHARGES	4,785.79
309372	SYNCB/AMAZON	8/13/2020	QUAKER CHEWY GRANOLA BARS (18 PACK) (15)	44.10
309373	MCCALLA COMPANY	8/13/2020	DOMINATOR HP FLOOR PAD	196.34
309374	UNUM	8/13/2020	8/20- PREMIUM ACC0836771-001 1	976.44
309375	ACCREDITING COMMISSION FOR SCHOOLS	8/13/2020	ANNUAL ACCREDITATION MEMBERSHIP FEE 2020-2021	1,070.00
308357M	SYNCB/AMAZON	8/13/2020	06/20 - HOUSE DAY 100PCS PROTECTIVE DISPOSABLE LATEX GLOVES,	42.68
308358M	TOTAL EDUCATION SOLUTIONS	8/13/2020	6/20- SPECIAL ED SERVICES	326.25
308359M	WAXIE SANITARY SUPPLY	8/13/2020	06/20 - FACE SHIELD DISPOSABLE CLEAR OC JEFF K	1,156.32
309376	COMMISSION ON TEACHER CREDENTIALING	8/17/2020	SHORT TERM STAFFING PERMIT FOR OSCAR SARABIA	100.00
309377	NEARPOD, INC.	8/17/2020	8/13/20-8/12/21- LICENSE- NEARPOD DIGITAL	5,400.00
309378	UNUM	8/19/2020	9/20- PREMIUM ACC#0836771-001 1	3,548.22
309379	XEROX FINANCIAL SERVICES	8/19/2020	7/29-8/28/20- COPIER LEASE #010-0058450-002	2,264.73
309380	MCCALLA COMPANY	8/19/2020	MICRO CHEM PLUS DISINFECTING 4/CS	3,071.27
309381	COBRO CONSULTING	8/19/2020	3RD Q SERVICES	6,000.00
309382	KELLY PAPER	8/19/2020	06/20 - SHORT PAID ORIGINAL INVOICE (TAX)	12.44
309383	FRESH START MEALS, INC.	8/19/2020	7/20 - JANITORIAL SERVICES	2,400.00
309384	Quadient Finance USA, Inc.	8/19/2020	7/20- LATE FEE	51.47
309385	Los Angeles Unified School District	8/20/2020	PRO RATA SHARE - 07/20 & 08/20	37,767.94
309386	SYNCB/AMAZON	9/1/2020	GREETING PEN TRANSLUCENT 12 PEN SET - CULMINATION (10)	12,848.39
309387	EXED	9/1/2020	07/20 Management Contract Fee & CALPADS & SIS Support Services	21,520.81
309388	INLAND MECHANICAL SERVICES	9/1/2020	7/20 - AC-MAINTENANCE	920.00
309389	DEPARTMENT OF HOUSING AND COMMUNITY DEVE	9/1/2020	REGISTRATION RENEWAL #7971263S21397	37.00
309390	GREEN WORKS SOLUTIONS	9/1/2020	CONCRETE SLAB/DRAINS BATHROOM	26,350.00
309391	BUR-CAL TERMITE & PEST CONTROL INC.	9/1/2020	7/31/20- SCHOOL CAMPUS TREATED FOR GENERAL PESTS	385.00
309392	San Fernando Valley Japanese American Community Ce	9/1/2020	09/20 - RENT	9,500.00
309393	FRANCISCO TOPETE	9/1/2020	8/1-8/15/20- MAINTENANCE SERVICES	1,090.00
309394	PETER HUANG AND LORETTA HUANG	9/1/2020	09/20 - RENT	5,144.66
309395	STS EDUCATION	9/1/2020	LENOVO N23 YOGA CHROMEBOOK (120)	29,518.60
309396	CROSS COUNTRY EDUCATION	9/1/2020	8/4/20- SPECIAL ED SERVICES	197.11
309397	MAJOR METROPOLITAN SECURITY	9/1/2020	9/20 - BURGLAR ALARM MONITORING	405.00
309398	WAXIE SANITARY SUPPLY	9/1/2020	WAXIE 2800 KLEENLINE WHITE UNIV ROLL TOWEL 6X800 - 2-IN CORE	109.15
309399	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	9/1/2020	7/20- LEGAL SERVICES	3,236.37
309400	XEROX FINANCIAL SERVICES	9/1/2020	8/12-9/11/20- COPIER LEASE #010-0042733-001	1,831.33
309401	FRONTIER	9/1/2020	8/13-9/12/20- FAX 818 834-8075	228.89
309402	Sparkletts	9/1/2020	8/20-COOLER ACC#8625	5.99
309403	LA DEPT. OF WATER AND POWER	9/1/2020	7/15-8/14/20- SEWER CHARGES	5,381.17
309404	TIME WARNER CABLE	9/1/2020	8/14-9/13/20- INTERNET ACC#0556	1,181.49
309405	AT&T	9/1/2020	7-16-8/15/20- FAX 213 351-1305	404.00
309406	MCCALLA COMPANY	9/1/2020	VINYL DISPOSABLE GLOVE MEDIUM	1,574.17
309407	AFLAC WORLDWIDE HEAD QUARTERS	9/1/2020	8/20- HEALTH PREMIUM ACC#JBP28	2,378.58
309408	SOCAL OFFICE TECHNOLOGIES, INC	9/1/2020	8/28-9/27/20- BASE RATE CHARGE	187.25
309409	LUIS GIRON	9/1/2020	8/20- LANDSCAPING SERVICES	800.00
309410	CHARTERSAFE	9/1/2020	9/20- WORKERS' COMPENSATION PREMIUM	15,395.00
309411	AT&T MOBILITY	9/8/2020	07/20 - 08/19/20 - CELL PHONE CHARGES	7,142.18
309412	NCCEP	9/11/2020	10/01/20-6/30/2021- MEMBERSHIP	3,500.00
309413	SYNCB/AMAZON	9/11/2020	AMAZON WEB SERVICES 3 TEAR RESERVE FOR DB.R5. LARGE (1ST YEAR)	4,555.00
309416	CURRICULUM ASSOCIATES LLC	9/11/2020	1YEAR MATH STUDENT WORKTEXT WITH DIGITAL ACCESS I-READY 6 GRA	37,198.92
309417	Screencastify, LLC	9/11/2020	9/2/20-9/2/21- RECORD DISTRICT LICENSE	4,000.00
309418	MASERGY CLOUD COMMUNICATIONS, INC	9/11/2020	8/20- COMMUNICATION SERVICES	1,785.28
309419	REPUBLIC SERVICES #902	9/11/2020	9/20- WASTE DISPOSAL SERVICES ACC#9496	1,242.49
309420	ITSAVVY LLC	9/11/2020	MICROSOFT OFFICE 365 PRO PLUS SUBSCRIPTION LICENSE 1 YEAR (27)	671.22
309421	LA DEPT. OF WATER AND POWER	9/11/2020	6/30-8/28/20- FIRE SERVICE CHARGES	416.22
309422	CHARTERSAFE	9/11/2020	19/20- WORKERS' COMPENSATION AUDIT	8,081.22
309423	CLIFTONLARSONALLEN LLP	9/11/2020	AUDIT YEAR ENDING 6/30/20	1,890.00
309424	Sparkletts	9/11/2020	8/20 COOLER ACC#0211	5.99
309425	XEROX FINANCIAL SERVICES	9/11/2020	8/29-9/28/20 COPIER LEASE#010-0058450-001	1,475.21
309426	BUR-CAL TERMITE & PEST CONTROL INC.	9/11/2020	8/26/20 TREATED CAMPUS FOR MOSQUITOS INSTALLED 10 TRAPS	1,050.00
309427	SUCCESS FOR ALL FOUNDATION, INC.	9/11/2020	7/31/20 ON SITE TRAINING CONTRACT#103437	1,800.00
309428	FRANCISCO TOPETE	9/11/2020	8/16-8/31/20- MAINTENANCE SERVICE	1,199.00
309429	IRONBOX EDUCATION	9/11/2020	ONE YEAR EXECUTIVE COACHING FY20/21	5,180.00
309430	Los Angeles Unified School District	9/14/2020	PRO RATA SHARE - 09/20	18,883.97
	BENECO	9/17/2020	09/20 - HEALTH PREMIUMS	59,928.70
309432	WHETSTONE EDUCATION	9/22/2020	7/1/20-6/30/21- WHETSTONE PLATFORM USER LICENSE (19)	4,320.00
309433	7 LAYER IT SOLUTIONS, INC.	9/22/2020	8/20- LINUX SERVICES GOLD PACKAGE (11)	2,240.00
309434	CROSS COUNTRY EDUCATION	9/22/2020	8/17/20- SPECIAL ED SERVICES	3,987.37
309435	BETTER 4 YOU MEALS, INC.	9/22/2020	8/20- STUDENTS LUNCH	17,237.13
309436	CITY OF LOS ANGELES FALSE ALARMS	9/22/2020	7/5/20- POLICE SERVICES- FALSE ALARM CASE#PD200705000005195	770.00
309437	Newsela, Inc.	9/22/2020	SOCIAL EMOTIONAL LEARNING MIDDLE SCHOOL COLLECTION	5,900.00
309438	Amplified IT	9/22/2020	CREDIT FOR USERS BILLED AND PAID ON INVOICE 18851	372.00

**YPI Charter Schools
Check Register
From 07/01/20 to 10/31/20**

Check #	Vendor Name	Date	Description	Amount
309439	PROFESSIONAL PLASTICS	9/22/2020	ACRYLIC SNEEZE GUARDS	25,978.88
309440	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	9/22/2020	8/20- LEGAL SERVICES	483.47
309441	SYNCB/AMAZON	9/22/2020	KOBALT 80-VOLT 2.5 AMP HRS RECHARGE LITHIUM ION CORDLESS POWE	345.92
309442	LA DEPT. OF WATER AND POWER	9/22/2020	7/29-8/27/20- ELECTRIC CHARGES	6,187.94
309443	STS EDUCATION	9/22/2020	LENOVO 14E CHROMEBOOK (50)	16,856.25
309444	MATHCOUNTS Foundation	9/22/2020	2020-2021- MATHCOUNTS COMPETITIONS ID #497 (15)	225.00
309445	UNUM	9/22/2020	10/20 - PREMIUM CREDIT	1,128.59
309446	PURE WATER OF LA	9/22/2020	9/20- WATER COOLER MAINTENANCE	76.65
309447	MAJOR METROPOLITAN SECURITY	9/22/2020	10/20- BURGLAR ALARM MONITORING SERVICES	405.00
309448	JENNIFER I. OBANDO-SALGUERO	9/22/2020	9/11/20- SPECIAL ED SERVICES	1,000.00
309449	XEROX FINANCIAL SERVICES	9/22/2020	9/12-10/11/20- COPIER LEASE#010-0042733-001	1,831.33
309450	Sparkletts	9/22/2020	9/20- COOLER ACC#8625	5.99
309451	CHARTERSAFE	9/22/2020	10/20- INSURANCE PREMIUM	15,395.00
309452	SOCAL OFFICE TECHNOLOGIES, INC	9/22/2020	8/13-9/12/20- OVERAGE CHARGE #CNA7384-01	153.03
309453	SYNCB/AMAZON	9/23/2020	12" LABORATORY THERMOMETER (8)	208.33
309454	EXED	9/28/2020	08/20 Management Contract Fee & CALPADS & SIS Support Services	21,523.45
309455	PETER HUANG AND LORETTA HUANG	9/28/2020	10/20 - RENT	5,144.56
309456	San Fernando Valley Japanese American Community Ce	9/28/2020	10/20 - RENT	9,500.00
309457	Los Angeles Unified School District	9/28/2020	Pro Rata Share - 10/20	18,883.97
09/29/20EPM	BENECO	9/29/2020	10/20 - HEALTH PREMIUM	65,013.63
309458	SYNCB/AMAZON	10/5/2020	B07QVXGLT3 ZONON 12 PIECES GRADUATION TAS	129.41
309459	The College Board	10/5/2020	6/9/20 USED AP EXAMINATIONS	1,953.00
309460	INLAND MECHANICAL SERVICES	10/5/2020	9/20-AC MAINTENANCE	460.00
309461	CROSS COUNTRY EDUCATION	10/5/2020	9/8-9/11/20- SPECIAL ED SERVICES	2,975.18
309462	FRONTIER	10/5/2020	9/13-10/12/20- FAX 818-8348075	228.08
309463	FRANCISCO TOPETE	10/5/2020	9/1-9/15/20- MAINTENANCE SERVICES	960.00
309464	LUIS GIRON	10/5/2020	9/20- LANDSCAPING SERVICES	1,480.00
309465	MASERGY CLOUD COMMUNICATIONS, INC	10/5/2020	9/20- COMMUNICATIONS SERVICES	1,771.91
309466	GREEN WORKS SOLUTIONS	10/5/2020	INSTALLATION OF A 220V AMP CIRCUIT WITH NEW BREAKER FOR NEW PR	570.00
309467	BETTER 4 YOU MEALS, INC.	10/5/2020	8/20- MONTHLY SERVICES HOURS (26.73)	10,767.78
309468	SOCAL OFFICE TECHNOLOGIES, INC	10/5/2020	9/28-10/27/20- BASE RATE CHARGE# CNA6494-01	815.73
309469	AFLAC WORLDWIDE HEAD QUARTERS	10/5/2020	9/20- HEALTH PREMIUM ACC# JBP28	2,378.58
309470	J. Sweigart Inc	10/5/2020	AVID AE-1M EARPHONES WITH MIC. (350)	1,494.68
309471	Sparkletts	10/5/2020	9/20- COOLER ACC#0211	5.99
309472	COBRO CONSULTING	10/5/2020	6TH YEAR-1ST QUARTER SERVICE	6,000.00
309473	XEROX FINANCIAL SERVICES	10/5/2020	9/29-10/28/20- COPIER LEASE #010-0058450-001	1,475.21
309474	HITECH WIRELESS	10/9/2020	PORTABLE RADIOS	1,084.06
309475	ZULEYKHA RODMAN	10/9/2020	STARBUCKS -TRAVELER COFFEE FOR STAFF PD	17.95
309476	SOCAL OFFICE TECHNOLOGIES, INC	10/9/2020	4/28-5/27/20- BASE RATE CHARGE #CNA6494-01	791.30
309477	CURRICULUM ASSOCIATES LLC	10/9/2020	I-READY ASSESSMENT AND PERSONALIZED INSTRUCTION LICENSE	58,118.92
309478	Quadient Finance USA, Inc.	10/9/2020	9/20- RENTAL EQUIPMENT	353.29
309479	TIME WARNER CABLE	10/9/2020	9/14-10/13/20- INTERNET ACC#0556	1,181.49
309480	Cal West Visuals, Inc	10/9/2020	SMART LEARNING SUITE 1 YEAR SOFTWARE MAINTENANCE (15)	555.00
309481	CHARTERSAFE	10/9/2020	11/20- WORKERS' COMPENSATION	15,394.00
309483	ELENA RANOSA	10/16/2020	2 Days compensation for pay period 10/16/20 to 10/31/20	466.26
309484	ELENA RANOSA	10/16/2020	One month Severance 10/16/20 to 11/15/20	4,339.38
309485	THE CLM GROUP, INC	10/16/2020	4/22/20 - FY 20/21- MPOWER ANNUAL SUBSCRIPTION FEES- POINT OF SALI	2,090.00
309486	POWERSCHOOL GROUP LLC	10/16/2020	6/5/20-6/4/21D- POWER SCHOOL SIS MAINTENANCE AND SUPPORT (120)	3,473.73
309487	SUCCESS FOR ALL FOUNDATION, INC.	10/16/2020	#8/5/20- ON SITE TRAINING CONTRACT#103775	900.00
309488	AT&T MOBILITY	10/16/2020	08/20 - 09/19 CELL PHONE CHARGES	11,558.25
309489	FRANCISCO TOPETE	10/16/2020	9/16-9/30/20- MAINTENANCE SERVICES	1,199.00
309490	AT&T	10/16/2020	8/16-9/15/20- FAX 213 351-1305	403.14
309491	CROSS COUNTRY EDUCATION	10/16/2020	9/14-9/18/20- SPECIAL ED SERVICES	5,348.96
309492	LA DEPT. OF WATER AND POWER	10/16/2020	8/14-9/14/20- WATER CHARGES	13,849.46
309493	ACCREDITING COMMISSION FOR SCHOOLS	10/16/2020	MERCH-EMBOSSER	180.00
309494	REPUBLIC SERVICES #902	10/16/2020	10/20- WASTE DISPOSAL SERVICES ACC#9496	1,242.49
309495	BETTER 4 YOU MEALS, INC.	10/16/2020	9/20- STUDENTS LUNCH (1,850)	29,428.48
309496	INLAND MECHANICAL SERVICES	10/16/2020	10/20-AC MAINTENANCE	460.00
309497	PURE WATER OF LA	10/16/2020	10/20- WATER COOLER MAINTENANCE	76.65
309498	SOCAL OFFICE TECHNOLOGIES, INC	10/16/2020	10/16-11/15/20- BASE RATE CHARGE	628.48
309499	XEROX FINANCIAL SERVICES	10/16/2020	10/12-11/11/20- COPIER LEASE 010-0042733-001	1,900.61
309518	UNIVERSITY OF OREGON	10/21/2020	SCHCLMT-9/1/20-8/31/21- CICO -SWIS LINCENSE BERT CORONA	920.00
309519	EXED	10/21/2020	09/20 Management Contract Fee & CALPADS & SIS Support Services	21,336.00
309520	OFFICE 360	10/21/2020	LATEX EXAM GLOVES, POWDER-FREE, MEDIUM, 100/BOX	10.94
309521	DIVENTURE MARKETING GROUP	10/21/2020	SIGNICADE DELUXE A-FRAME DOUBLE SIDED KIT, 27" X 38 1/2" - COVID SIG	4,460.20
309522	ITSAVVY LLC	10/21/2020	ADOBE CREATIVE CLOUD FOR TEAMSTEAM LICENSING SUBSCRIPTION RE	2,485.00
309523	ACHIEVE 3000, INC	10/21/2020	ONLINE PROFESSIONAL LEARNING SERVICES 90 MINUTE VIRTUAL CLASSI	11,375.00
309524	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	10/21/2020	9/20- LEGAL SERVICES	1,180.64
309525	SYNCB/AMAZON	10/23/2020	CSUCI CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS DOLPHINS ATH	331.84
309526	HOME DEPOT CREDIT SERVICES	10/23/2020	PLANTS FOR THE SCHOOL GARDEN	104.84
309527	FRANCISCO TOPETE	10/23/2020	10/1 - 10/15/20 - MAINTENANCE SERVICES DAYS	143.00
309528	Eriverto Gonzales	10/23/2020	21 ROOMS DEEP CLEANING AND WAXING SERVICES	3,150.00
309529	CROSS COUNTRY EDUCATION	10/23/2020	9/21-9/25/20- SPECIAL ED SERVICES	5,383.97
309530	SCHOOL OUTFITTERS	10/27/2020	SHAPES DESK COMPLETE-HARD PLASTIC TOP FUSION MAPLE, (60)	17,949.25
309531	San Fernando Valley Japanese American Community Ce	10/27/2020	11/20 - RENT	9,500.00

**YPI Charter Schools
Check Register
From 07/01/20 to 10/31/20**

Check #	Vendor Name	Date	Description	Amount
309532	PETER HUANG AND LORETTA HUANG	10/27/2020	11/20 - RENT	3,500.00
309533	SYNCB/AMAZON	10/27/2020	THE HOUSE ON MANGO STREET (60)	2,041.82
10/29/20EPM	BENECO	10/29/2020	11/20 - HEALTH PREMIUMS	69,945.93
309534	STUDY SMART TUTORS, INC	10/30/2020	6/26/20 - VAUGHN VIRTUAL ENRICHMENT WORKSHOPS (10)	8,050.00
309535	FRANCISCO TOPETE	10/30/2020	10/1 - 10/15/20 - CUSTODIAL SERVICES (11)	1,056.00
309536	TIME WARNER CABLE	10/30/2020	10/14-11/13/20 - INTERNET ACCT# 0556	1,237.45
309537	UNUM	10/30/2020	11/20 - PREMIUM	760.38
309538	NoRedink Corp.	10/30/2020	NOREDINK PREMIUM STUDENTS LICENSES (100)	1,500.00
309539	NOTABLE, INC.	10/30/2020	KAMI SCHOOL PLAN SCHOOL YEAR 2020-2021 (222)	1,332.00
309540	CROSS COUNTRY EDUCATION	10/30/2020	10/12 - 10/16/20 - SPED SERVICES	4,217.52
309541	Sparkletts	10/30/2020	WATER COOLER RENTAL ACCT#0211	5.99
309542	AT&T MOBILITY	10/30/2020	09/20 - 10/19/20 - CELL PHONE CHARGES	12,793.55

1,331,966.25

**YPI Charter Schools
Credit Card Register
From 07/01/20 to 10/31/20**

Management	Obj Code	Object Title	Document Number	Name	Name (JEs)	Line Description	Debit	Credit
YPI BCHS	5831	Advertisemen	STD07/28/20-0194	CCU - YF - 0194		AAA FLAG/BANNER PAYMENT #2 ENROLLMENT STREET BANNERS	1,883.85	
YPI MORCS	5831	Advertisemen	STD07/28/20-0047	CCU - RQ - 0047		INDEED - 07/20 - JOB ADVERTISEMENT	505.41	

Coversheet

First Interim Report

Section: V. Items Scheduled For Action
Item: E. First Interim Report
Purpose: Vote
Submitted by:
Related Material: 19-64733-0106872 BCCS 1st Interim Report.pdf
Recommendation to approve the First Interim Report 12072020.pdf
19-64733-0132126 BCHS 1st Interim Report.pdf
19-64733-0114959 MORCS 1st Interim Report.pdf

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,276,675.65	3,640,789.60	896,230.00	3,640,789.60	0.00	0.0%
2) Federal Revenue		8100-8299	2,904,263.71	3,145,894.18	438,887.00	3,256,663.48	110,769.30	3.5%
3) Other State Revenue		8300-8599	322,883.18	365,412.10	31,351.33	365,873.33	461.23	0.1%
4) Other Local Revenue		8600-8799	261,530.55	261,550.83	95,106.08	264,444.76	2,893.93	1.1%
5) TOTAL, REVENUES			6,765,353.09	7,413,646.71	1,461,574.41	7,527,771.17		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,217,947.64	1,354,090.51	389,122.38	1,347,557.29	6,533.22	0.5%
2) Classified Salaries		2000-2999	571,222.39	573,822.34	206,931.07	583,147.26	(9,324.92)	-1.6%
3) Employee Benefits		3000-3999	600,362.27	612,899.20	227,603.39	621,923.96	(9,024.76)	-1.5%
4) Books and Supplies		4000-4999	605,467.71	773,148.68	152,859.99	801,397.45	(28,248.77)	-3.7%
5) Services and Other Operating Expenses		5000-5999	3,511,374.98	3,733,318.87	444,118.88	3,729,832.34	3,486.53	0.1%
6) Depreciation		6000-6999	236,863.19	236,863.19	87,704.95	259,553.54	(22,690.35)	-9.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,743,238.18	7,284,142.79	1,508,340.66	7,343,411.84		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			22,114.91	129,503.92	(46,766.25)	184,359.33		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(0.01)	0.00	0.00	(0.01)	(0.01)	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(0.01)	0.00	0.00	(0.01)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			22,114.90	129,503.92	(46,766.25)	184,359.32		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,150,017.67	2,789,225.04		2,789,225.04	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,150,017.67	2,789,225.04		2,789,225.04		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,150,017.67	2,789,225.04		2,789,225.04		
2) Ending Net Position, June 30 (E + F1e)			3,172,132.57	2,918,728.96		2,973,584.36		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	229,409.48	230,688.14		230,847.79		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,942,723.09	2,688,040.82		2,742,736.57		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,761,243.87	1,912,415.52	373,236.00	1,912,415.52	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	574,955.68	687,375.39	170,932.00	687,375.39	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	940,476.10	1,040,998.69	352,062.00	1,040,998.69	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,276,675.65	3,640,789.60	896,230.00	3,640,789.60	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	185,578.19	190,815.60	0.00	197,395.45	6,579.85	3.4%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	72,767.05	72,767.05	24,968.00	72,767.05	0.00	0.0%
Title I, Part A, Basic	3010	8290	136,568.00	135,044.00	0.00	135,044.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	17,253.00	16,675.00	0.00	16,675.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	9,683.00	10,524.80	0.00	10,524.80	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	10,000.00	10,074.00	0.00	10,074.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	2,472,414.47	2,709,993.73	413,919.00	2,814,183.18	104,189.45	3.8%
TOTAL, FEDERAL REVENUE			2,904,263.71	3,145,894.18	438,887.00	3,256,663.48	110,769.30	3.5%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	14,584.23	14,584.23	0.00	15,087.13	502.90	3.4%
Mandated Costs Reimbursements		8550	5,973.83	5,973.83	0.00	5,973.83	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	73,725.12	70,875.84	(41.67)	70,834.17	(41.67)	-0.1%
After School Education and Safety (ASES)	6010	8590	163,800.00	177,559.20	0.00	177,559.20	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	64,800.00	64,800.00	0.00	64,800.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	31,619.00	31,393.00	31,619.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			322,883.18	365,412.10	31,351.33	365,873.33	461.23	0.1%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	1.11	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	231,530.55	231,530.55	79,059.00	231,530.55	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	30,000.00	30,020.28	16,045.97	32,914.21	2,893.93	9.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			261,530.55	261,550.83	95,106.08	264,444.76	2,893.93	1.1%
TOTAL, REVENUES			6,765,353.09	7,413,646.71	1,461,574.41	7,527,771.17		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,078,847.20	1,061,129.32	319,305.66	1,056,835.41	4,293.91	0.4%
Certificated Pupil Support Salaries		1200	0.00	52,774.42	13,690.92	52,265.47	508.95	1.0%
Certificated Supervisors' and Administrators' Salaries		1300	139,100.44	240,186.77	56,125.80	238,456.41	1,730.36	0.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,217,947.64	1,354,090.51	389,122.38	1,347,557.29	6,533.22	0.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	192,467.15	224,280.28	64,571.00	217,538.94	6,741.34	3.0%
Classified Support Salaries		2200	39,520.00	38,728.93	8,736.93	36,966.69	1,762.24	4.6%
Classified Supervisors' and Administrators' Salaries		2300	60,857.55	11,346.02	30,100.24	30,100.24	(18,754.22)	-165.3%
Clerical, Technical and Office Salaries		2400	215,091.91	231,154.20	71,670.64	226,021.30	5,132.90	2.2%
Other Classified Salaries		2900	63,285.78	68,312.91	31,852.26	72,520.09	(4,207.18)	-6.2%
TOTAL, CLASSIFIED SALARIES			571,222.39	573,822.34	206,931.07	583,147.26	(9,324.92)	-1.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	196,698.55	220,620.11	67,476.10	222,263.32	(1,643.21)	-0.7%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	61,358.76	62,712.11	19,807.86	62,485.67	226.44	0.4%
Health and Welfare Benefits		3401-3402	308,010.12	295,728.97	127,797.59	302,797.58	(7,068.61)	-2.4%
Unemployment Insurance		3501-3502	894.60	843.70	221.46	888.77	(45.07)	-5.3%
Workers' Compensation		3601-3602	26,188.03	26,668.08	8,936.02	20,365.78	6,302.30	23.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	7,212.21	6,326.23	3,364.36	13,122.84	(6,796.61)	-107.4%
TOTAL, EMPLOYEE BENEFITS			600,362.27	612,899.20	227,603.39	621,923.96	(9,024.76)	-1.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	20,233.32	16,733.32	30,351.17	45,821.20	(29,087.88)	-173.8%
Books and Other Reference Materials		4200	12,500.00	3,254.63	2,072.69	3,254.63	0.00	0.0%
Materials and Supplies		4300	277,990.75	326,076.42	41,640.96	326,076.42	0.00	0.0%
Noncapitalized Equipment		4400	51,000.00	174,762.67	59,849.67	174,762.67	0.00	0.0%
Food		4700	243,743.64	252,321.64	18,945.50	251,482.53	839.11	0.3%
TOTAL, BOOKS AND SUPPLIES			605,467.71	773,148.68	152,859.99	801,397.45	(28,248.77)	-3.7%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	43,255.00	43,255.00	0.00	43,255.00	0.00	0.0%
Dues and Memberships		5300	13,450.00	15,450.00	6,812.00	15,450.00	0.00	0.0%
Insurance		5400-5450	32,406.40	32,406.40	12,843.97	38,581.45	(6,175.05)	-19.1%
Operations and Housekeeping Services		5500	147,589.00	147,589.00	39,429.09	147,589.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	252,731.13	285,219.27	118,097.72	285,219.27	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,974,276.63	3,110,932.10	268,230.14	3,101,270.52	9,661.58	0.3%
Communications		5900	47,666.82	98,467.10	(1,294.04)	98,467.10	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,511,374.98	3,733,318.87	444,118.88	3,729,832.34	3,486.53	0.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	236,863.19	236,863.19	87,704.95	259,553.54	(22,690.35)	-9.6%
TOTAL, DEPRECIATION			236,863.19	236,863.19	87,704.95	259,553.54	(22,690.35)	-9.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			6,743,238.18	7,284,142.79	1,508,340.66	7,343,411.84		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(0.01)	0.00	0.00	(0.01)	(0.01)	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(0.01)	0.00	0.00	(0.01)	(0.01)	New
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(0.01)	0.00	0.00	(0.01)		

Bert Corona Charter
Los Angeles Unified
Los Angeles County

First Interim
Charter Schools Enterprise Fund
Exhibit: Restricted Net Position Detail

19 64733 0106872
Form 62I

Resource	Description	2020/21 Projected Year Totals
	Total, Restricted Net Position	<u>0.00</u>



YPI CHARTER SCHOOLS

December 7, 2020

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve the First Interim Report

BACKGROUND

Education Code Sections 35035(g) and 42131 require the governing board of each school district to certify at least twice a year, the district's ability to meet its financial obligations for the remainder of the that fiscal year and for the tow subsequent fiscal years.

The interim reports are submitted with a *positive, qualified, or negative* certification:

- A *positive certification* is assigned when the District projects that it will meet its financial obligations for the current and two subsequent fiscal years.
- A *qualified certification* is assigned when the District may not meet its financial obligations for the current or two subsequent fiscal years.
- Finally, a *negative certification* is assigned when the District projects that it will not meet its financial obligations for the remainder of the current year or the subsequent fiscal year.

The First Interim Financial Report is the first of two reports and is due to the Los Angeles County Office of Education by December 15, 2020.

The First Interim Financial Report provides an opportunity to evaluate actual enrollment for the 2020-2021 school year and the projected fund balance at the end of June 30, 2021.

ANALYSIS

The First Interim Financial Report for the three YPICS School is presented here for the Board's review. All three of the YPICS Schools are in good financial standing with strong projected ending fund balances.

RECOMMENDATION

It is recommended that the Board of YPI Charter Schools approve the First Interim Reports as received.

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0132126
Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	2,130,024.41	2,256,769.57	518,368.00	2,256,769.57	0.00	0.0%
2) Federal Revenue		8100-8299	259,855.17	537,436.00	286,153.00	585,493.66	48,057.66	8.9%
3) Other State Revenue		8300-8599	53,275.80	70,206.67	21,488.38	72,104.05	1,897.38	2.7%
4) Other Local Revenue		8600-8799	137,570.09	134,593.69	48,772.85	142,933.52	8,339.83	6.2%
5) TOTAL, REVENUES			2,580,725.47	2,999,005.93	874,782.23	3,057,300.80		
B. EXPENSES								
1) Certificated Salaries		1000-1999	881,563.38	937,696.78	227,946.10	924,386.38	13,310.40	1.4%
2) Classified Salaries		2000-2999	267,747.66	310,081.04	99,921.55	310,166.58	(85.54)	0.0%
3) Employee Benefits		3000-3999	393,138.00	419,254.85	144,083.55	405,726.83	13,528.02	3.2%
4) Books and Supplies		4000-4999	149,554.93	416,854.71	46,597.60	426,205.92	(9,351.21)	-2.2%
5) Services and Other Operating Expenses		5000-5999	811,761.44	863,580.81	222,643.72	873,883.94	(10,303.13)	-1.2%
6) Depreciation		6000-6999	49,383.71	49,383.71	17,189.40	49,335.66	48.05	0.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,553,149.12	2,996,851.90	758,381.92	2,989,705.31		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			27,576.35	2,154.03	116,400.31	67,595.49		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.01	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.01	0.00	0.00	0.00		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2020-21 First Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0132126
 Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			27,576.36	2,154.03	116,400.31	67,595.49		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	425,893.28	396,465.83		396,465.83	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			425,893.28	396,465.83		396,465.83		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			425,893.28	396,465.83		396,465.83		
2) Ending Net Position, June 30 (E + F1e)			453,469.64	398,619.86		464,061.32		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	113,445.56	113,415.62		113,463.67		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	340,024.08	285,204.24		350,597.65		

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0132126
Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,601,189.91	1,691,098.33	329,301.00	1,691,098.33	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	37,234.00	36,228.00	9,057.00	36,228.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	491,600.50	529,443.24	180,010.00	529,443.24	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,130,024.41	2,256,769.57	518,368.00	2,256,769.57	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	70,640.53	72,643.15	0.00	72,643.15	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	38,036.39	37,008.71	12,767.00	37,008.71	0.00	0.0%
Title I, Part A, Basic	3010	8290	70,254.00	73,817.00	0.00	73,817.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	9,130.00	10,914.00	0.00	10,914.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	3,894.25	4,232.80	0.00	4,232.80	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	57,900.00	328,820.34	273,386.00	376,878.00	48,057.66	14.6%
TOTAL, FEDERAL REVENUE			259,855.17	537,436.00	286,153.00	585,493.66	48,057.66	8.9%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	6,248.58	6,248.58	0.00	6,248.58	0.00	0.0%
Mandated Costs Reimbursements		8550	8,490.03	8,320.23	0.00	8,320.23	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	38,537.19	36,046.86	1,897.38	37,944.24	1,897.38	5.3%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0132126
Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	19,591.00	19,591.00	19,591.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			53,275.80	70,206.67	21,488.38	72,104.05	1,897.38	2.7%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	125,570.09	122,582.67	40,422.00	122,582.67	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	12,000.00	12,011.02	8,350.85	20,350.85	8,339.83	69.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			137,570.09	134,593.69	48,772.85	142,933.52	8,339.83	6.2%
TOTAL, REVENUES			2,580,725.47	2,999,005.93	874,782.23	3,057,300.80		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	711,563.38	750,431.48	199,224.81	742,252.81	8,178.67	1.1%
Certificated Pupil Support Salaries		1200	75,000.00	77,499.97	0.00	77,000.01	499.96	0.6%
Certificated Supervisors' and Administrators' Salaries		1300	95,000.00	109,765.33	28,721.29	105,133.56	4,631.77	4.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			881,563.38	937,696.78	227,946.10	924,386.38	13,310.40	1.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	84,539.67	87,746.74	35,042.34	95,022.87	(7,276.13)	-8.3%
Classified Support Salaries		2200	0.00	0.00	189.54	189.54	(189.54)	New
Classified Supervisors' and Administrators' Salaries		2300	92,000.00	91,999.99	30,666.64	91,999.97	0.02	0.0%
Clerical, Technical and Office Salaries		2400	51,655.99	83,063.83	19,365.71	77,903.37	5,160.46	6.2%
Other Classified Salaries		2900	39,552.00	47,270.48	14,657.32	45,050.83	2,219.65	4.7%
TOTAL, CLASSIFIED SALARIES			267,747.66	310,081.04	99,921.55	310,166.58	(85.54)	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	142,372.48	152,321.26	43,364.63	151,802.23	519.03	0.3%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	33,265.36	37,104.88	10,577.18	36,396.82	708.06	1.9%
Health and Welfare Benefits		3401-3402	197,049.45	207,703.32	83,783.87	202,783.88	4,919.44	2.4%
Unemployment Insurance		3501-3502	574.66	551.66	125.16	565.99	(14.33)	-2.6%
Workers' Compensation		3601-3602	17,198.57	18,162.77	4,718.23	10,560.98	7,601.79	41.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,677.48	3,410.96	1,514.48	3,616.93	(205.97)	-6.0%
TOTAL, EMPLOYEE BENEFITS			393,138.00	419,254.85	144,083.55	405,726.83	13,528.02	3.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	7,028.89	7,028.89	11,375.00	25,028.89	(18,000.00)	-256.1%
Books and Other Reference Materials		4200	1,015.46	1,242.65	704.69	1,242.65	0.00	0.0%
Materials and Supplies		4300	59,429.54	128,434.68	9,735.48	110,434.68	18,000.00	14.0%
Noncapitalized Equipment		4400	2,000.00	192,000.00	0.00	192,000.00	0.00	0.0%
Food		4700	80,081.04	88,148.49	24,782.43	97,499.70	(9,351.21)	-10.6%
TOTAL, BOOKS AND SUPPLIES			149,554.93	416,854.71	46,597.60	426,205.92	(9,351.21)	-2.2%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,171.38	1,171.38	0.00	1,171.38	0.00	0.0%
Dues and Memberships		5300	6,469.06	6,572.61	3,602.00	6,572.61	0.00	0.0%
Insurance		5400-5450	18,911.21	18,911.21	6,690.64	19,847.26	(936.05)	-4.9%
Operations and Housekeeping Services		5500	1,354.48	1,354.48	0.00	1,354.48	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	244,422.52	246,311.45	76,784.42	246,311.45	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	507,255.59	561,758.37	133,858.44	556,818.38	4,939.99	0.9%
Communications		5900	32,177.20	27,501.31	1,708.22	41,808.38	(14,307.07)	-52.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			811,761.44	863,580.81	222,643.72	873,883.94	(10,303.13)	-1.2%

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2020-21 First Interim
 Charter Schools Enterprise Fund
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19 64733 0132126
 Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	49,383.71	49,383.71	17,189.40	49,335.66	48.05	0.1%
TOTAL, DEPRECIATION			49,383.71	49,383.71	17,189.40	49,335.66	48.05	0.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to Districts or Charter Schools		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			2,553,149.12	2,996,851.90	758,381.92	2,989,705.31		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2020-21 First Interim
 Charter Schools Enterprise Fund
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19 64733 0132126
 Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.01	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.01	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.01	0.00	0.00	0.00		

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

First Interim
Charter Schools Enterprise Fund
Exhibit: Restricted Net Position Detail

19 64733 0132126
Form 62I

Resource	Description	2020/21 Projected Year Totals
	Total, Restricted Net Position	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,253,000.50	3,693,988.47	893,539.00	3,693,988.47	0.00	0.0%
2) Federal Revenue		8100-8299	611,430.29	941,871.34	410,389.00	989,861.68	47,990.34	5.1%
3) Other State Revenue		8300-8599	194,593.28	225,363.99	32,016.03	225,363.99	0.00	0.0%
4) Other Local Revenue		8600-8799	240,596.48	246,660.31	80,834.85	246,660.31	0.00	0.0%
5) TOTAL, REVENUES			4,299,620.55	5,107,884.11	1,416,778.88	5,155,874.45		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,211,455.17	1,284,445.61	359,465.85	1,274,376.86	10,068.75	0.8%
2) Classified Salaries		2000-2999	468,954.49	503,249.30	153,157.34	492,224.11	11,025.19	2.2%
3) Employee Benefits		3000-3999	532,410.54	552,099.61	180,602.10	522,375.13	29,724.48	5.4%
4) Books and Supplies		4000-4999	400,359.95	801,881.24	135,221.88	793,753.20	8,128.04	1.0%
5) Services and Other Operating Expenses		5000-5999	1,427,132.56	1,661,131.17	312,665.09	1,656,500.24	4,630.93	0.3%
6) Depreciation		6000-6999	814,365.32	814,365.32	272,613.44	814,525.47	(160.15)	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	154,676.66	154,676.66	51,524.07	154,215.46	461.20	0.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,009,354.69	5,771,848.91	1,465,249.77	5,707,970.47		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(709,734.14)	(663,964.80)	(48,470.89)	(552,096.02)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	(0.01)	(0.01)	(0.01)	New
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	(0.01)	(0.01)		

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

2020-21 First Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0114959
 Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(709,734.14)	(663,964.80)	(48,470.90)	(552,096.03)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	22,760,884.13	22,855,906.34		22,855,906.34	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,760,884.13	22,855,906.34		22,855,906.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			22,760,884.13	22,855,906.34		22,855,906.34		
2) Ending Net Position, June 30 (E + F1e)			22,051,149.99	22,191,941.54		22,303,810.31		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	19,769,779.57	19,853,262.03		19,858,050.24		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,281,370.42	2,338,679.51		2,445,760.07		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,815,254.69	2,018,641.58	383,929.00	2,018,641.58	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	545,883.16	666,762.49	166,691.00	666,762.49	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	891,862.65	1,008,584.40	342,919.00	1,008,584.40	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,253,000.50	3,693,988.47	893,539.00	3,693,988.47	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	225,883.59	232,224.83	0.00	232,224.83	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	69,005.70	70,501.25	24,320.00	70,501.25	0.00	0.0%
Title I, Part A, Basic	3010	8290	152,338.00	150,638.00	0.00	150,638.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	17,708.00	17,693.00	0.00	17,693.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	10,946.00	11,897.60	0.00	11,897.60	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	10,000.00	11,237.00	0.00	11,237.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	125,549.00	447,679.66	386,069.00	495,670.00	47,990.34	10.7%
TOTAL, FEDERAL REVENUE			611,430.29	941,871.34	410,389.00	989,861.68	47,990.34	5.1%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	18,567.72	18,567.72	0.00	18,567.72	0.00	0.0%
Mandated Costs Reimbursements		8550	5,818.69	5,818.69	0.00	5,818.69	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	69,914.25	69,185.96	517.03	69,185.96	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	100,292.62	100,292.62	0.00	100,292.62	0.00	0.0%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

2020-21 First Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0114959
 Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	31,499.00	31,499.00	31,499.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			194,593.28	225,363.99	32,016.03	225,363.99	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	215,596.48	219,943.97	77,005.00	219,943.97	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	25,000.00	26,716.34	3,829.85	26,716.34	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			240,596.48	246,660.31	80,834.85	246,660.31	0.00	0.0%
TOTAL, REVENUES			4,299,620.55	5,107,884.11	1,416,778.88	5,155,874.45		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,101,245.17	1,170,561.96	322,597.86	1,161,096.60	9,465.36	0.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	110,210.00	113,883.65	36,867.99	113,280.26	603.39	0.5%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,211,455.17	1,284,445.61	359,465.85	1,274,376.86	10,068.75	0.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	152,963.00	167,662.55	49,797.40	166,812.05	850.50	0.5%
Classified Support Salaries		2200	40,652.00	47,939.11	13,328.04	45,967.19	1,971.92	4.1%
Classified Supervisors' and Administrators' Salaries		2300	84,144.08	57,434.87	22,548.25	57,687.27	(252.40)	-0.4%
Clerical, Technical and Office Salaries		2400	163,321.96	199,978.49	62,818.97	194,912.96	5,065.53	2.5%
Other Classified Salaries		2900	27,873.45	30,234.28	4,664.68	26,844.64	3,389.64	11.2%
TOTAL, CLASSIFIED SALARIES			468,954.49	503,249.30	153,157.34	492,224.11	11,025.19	2.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	195,650.01	207,931.65	59,998.44	207,756.57	175.08	0.1%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	53,441.13	56,865.36	16,065.96	55,270.76	1,594.60	2.8%
Health and Welfare Benefits		3401-3402	249,675.08	251,217.29	92,640.69	232,640.71	18,576.58	7.4%
Unemployment Insurance		3501-3502	840.21	786.91	180.38	807.35	(20.44)	-2.6%
Workers' Compensation		3601-3602	28,583.51	29,829.05	8,628.99	19,760.50	10,068.55	33.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,220.60	5,469.35	3,087.64	6,139.24	(669.89)	-12.2%
TOTAL, EMPLOYEE BENEFITS			532,410.54	552,099.61	180,602.10	522,375.13	29,724.48	5.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	15,643.93	34,718.43	34,718.43	34,718.43	0.00	0.0%
Books and Other Reference Materials		4200	20,000.00	30,000.00	178.49	30,000.00	0.00	0.0%
Materials and Supplies		4300	96,903.41	306,523.42	50,923.06	306,523.42	0.00	0.0%
Noncapitalized Equipment		4400	20,000.00	172,059.00	23,974.79	172,059.00	0.00	0.0%
Food		4700	247,812.61	258,580.39	25,427.11	250,452.35	8,128.04	3.1%
TOTAL, BOOKS AND SUPPLIES			400,359.95	801,881.24	135,221.88	793,753.20	8,128.04	1.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,800.00	9,800.00	0.00	9,800.00	0.00	0.0%
Dues and Memberships		5300	15,538.82	10,846.51	4,872.59	10,846.51	0.00	0.0%
Insurance		5400-5450	30,370.26	32,733.52	12,447.39	37,513.29	(4,779.77)	-14.6%
Operations and Housekeeping Services		5500	418,402.84	444,161.97	32,904.44	444,161.97	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	56,595.04	58,937.62	8,670.36	58,937.62	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	854,063.00	1,007,642.14	227,925.00	998,231.44	9,410.70	0.9%
Communications		5900	42,362.60	97,009.41	25,845.31	97,009.41	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,427,132.56	1,661,131.17	312,665.09	1,656,500.24	4,630.93	0.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	814,365.32	814,365.32	272,613.44	814,525.47	(160.15)	0.0%
TOTAL, DEPRECIATION			814,365.32	814,365.32	272,613.44	814,525.47	(160.15)	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to Districts or Charter Schools		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	154,676.66	154,676.66	51,524.07	154,215.46	461.20	0.3%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			154,676.66	154,676.66	51,524.07	154,215.46	461.20	0.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			5,009,354.69	5,771,848.91	1,465,249.77	5,707,970.47		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	(0.01)	(0.01)	(0.01)	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	(0.01)	(0.01)	(0.01)	New
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	(0.01)	(0.01)		

Monsenor Oscar Romero Charter Middle
Los Angeles Unified
Los Angeles County

First Interim
Charter Schools Enterprise Fund
Exhibit: Restricted Net Position Detail

19 64733 0114959
Form 62I

Resource	Description	2020/21 Projected Year Totals
	Total, Restricted Net Position	<u>0.00</u>

Coversheet

Budget Overview for Parents as per SB 820

Section: V. Items Scheduled For Action
Item: F. Budget Overview for Parents as per SB 820
Purpose: Vote

Submitted by:

Related Material:

Recommendation to adopt the Budget Overview for Parents 12072020.pdf

BCCS 2020_LCFF_Budget_Overview_for_Parents_Bert_Corona_Charter_School_20201204.pdf

BCHS 2020_LCFF_Budget_Overview_for_Parents_Bert_Corona_Charter_High_School_20201204
(1).pdf

MORCS2020_LCFF_Budget_Overview_for_Parents_Monsenor_Oscar_Romero_Charter_Middle_
School_20201204.pdf



YPI CHARTER SCHOOLS

December 7, 2020

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to adopt Budget Overview for Parents

BACKGROUND

Senate Bill (SB) 98 (Chapter 24/2020) changed the deadline for adoption of the Budget Overview for Parents to December 15, 2020, and linked it to the First Interim report. SB 820 (Chapter 110/220) required the 2020-21 Budget Overview for Parents Template to be aligned to the Learning Continuity and Attendance Plan (Learning Continuity Plan). The effect of these two bills is to tie the revenue and budgeted expenditures reference in the 2020-2021 Budget Overview for Parents to the Local Agency's (LEA) First Interim report, its Learning Continuity Plan, and its 2019-20 Local Control and Accountability Plan (LCAP)

LEAs must hold a public hearing and subsequent public meeting to adopt their Budget Overview for Parents by December 15, 2020.

ANALYSIS

The requirements for a public hearing for the Budget Overview for Parents was fulfilled on 12/07/2020.

RECOMMENDATION

It is recommended that the Board of YPI Charter Schools adopt the Budget Overview for Parents.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter Middle School

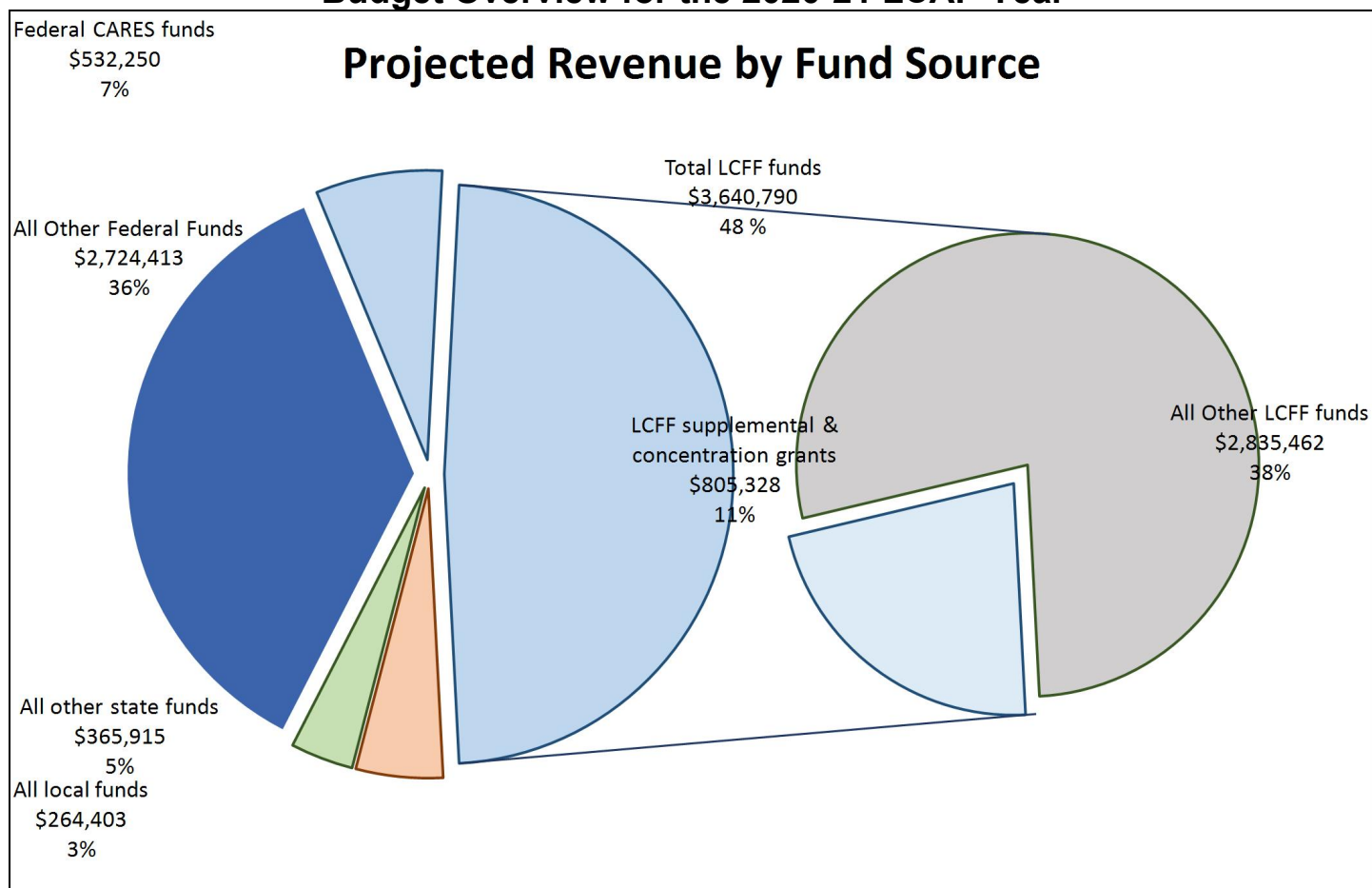
CDS Code: 19647330106872

School Year: 2020-2021

LEA contact information: Yvette King Berg, Executive Director

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Budget Overview for the 2020-21 LCAP Year

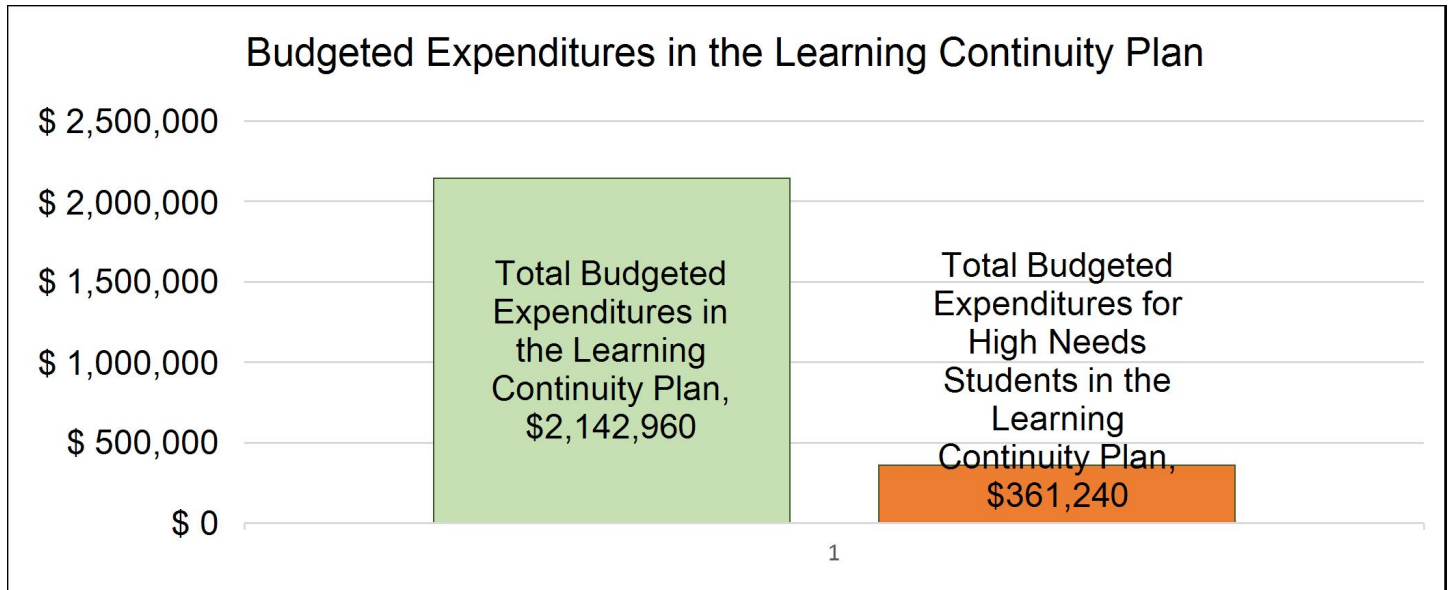


This chart shows the total general purpose revenue Bert Corona Charter Middle School expects to receive in the coming year from all sources.

The total revenue projected for Bert Corona Charter Middle School is \$7,527,771, of which \$3640790 is Local Control Funding Formula (LCFF), \$365915 is other state funds, \$264403 is local funds, and \$3256663 is federal funds. Of the \$3256663 in federal funds, \$532250 are federal CARES Act funds. Of the \$3640790 in LCFF Funds, \$805328 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Bert Corona Charter Middle School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Bert Corona Charter Middle School plans to spend \$7,343,412 for the 2020-21 school year. Of that amount, \$2,142,960 is tied to actions/services in the Learning Continuity Plan and \$5,200,452 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

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Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

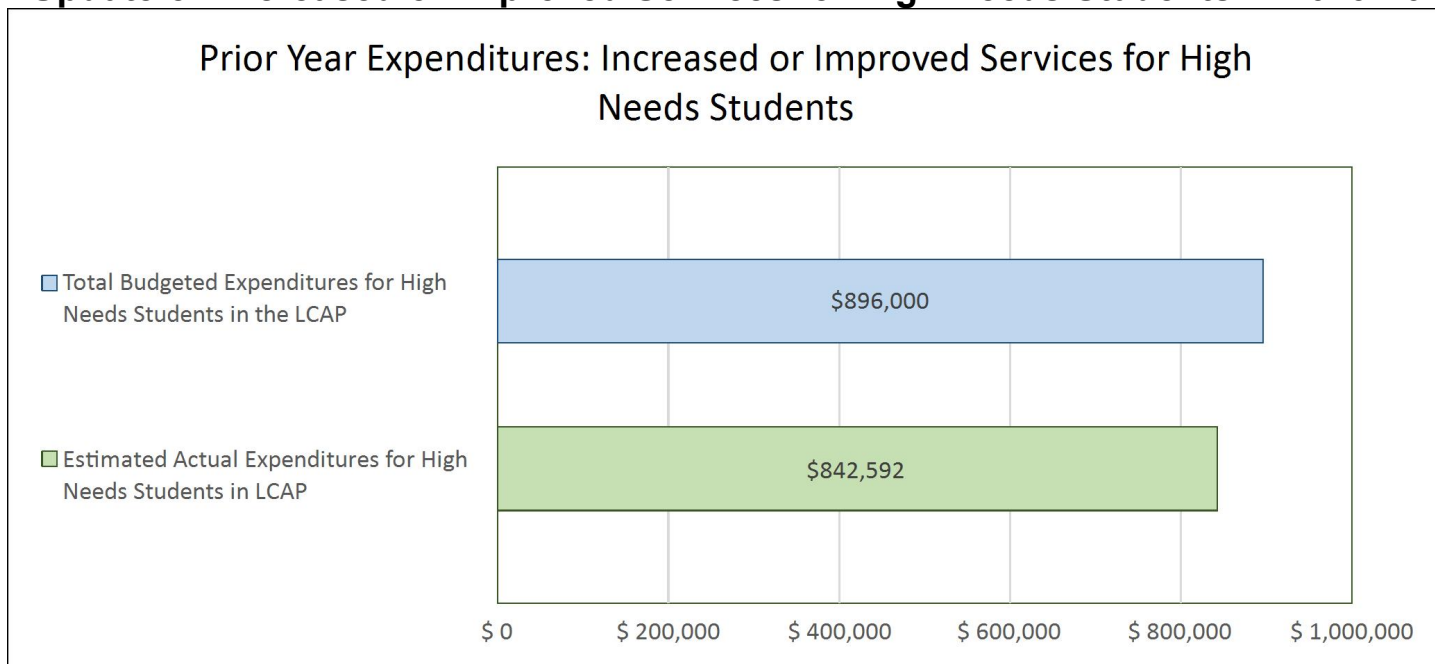
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The difference between the budgeted and actual expenditures had the following impact on Bert Corona Charter High School Students: The total estimated actual expenditures and total budget expenditures are in alignment for actions and services to increase or improve services for high need students. The difference is due to some of the programs that were not included in the learning continuity plan but are

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



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The total estimated actual expenditures and total budget expenditures are in alignment for actions and services to increase or improve services for high needs students . There is a slight decrease in the total amount of funds due to the decrease in the entitlement received from a lower than anticipated ADA.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter High School

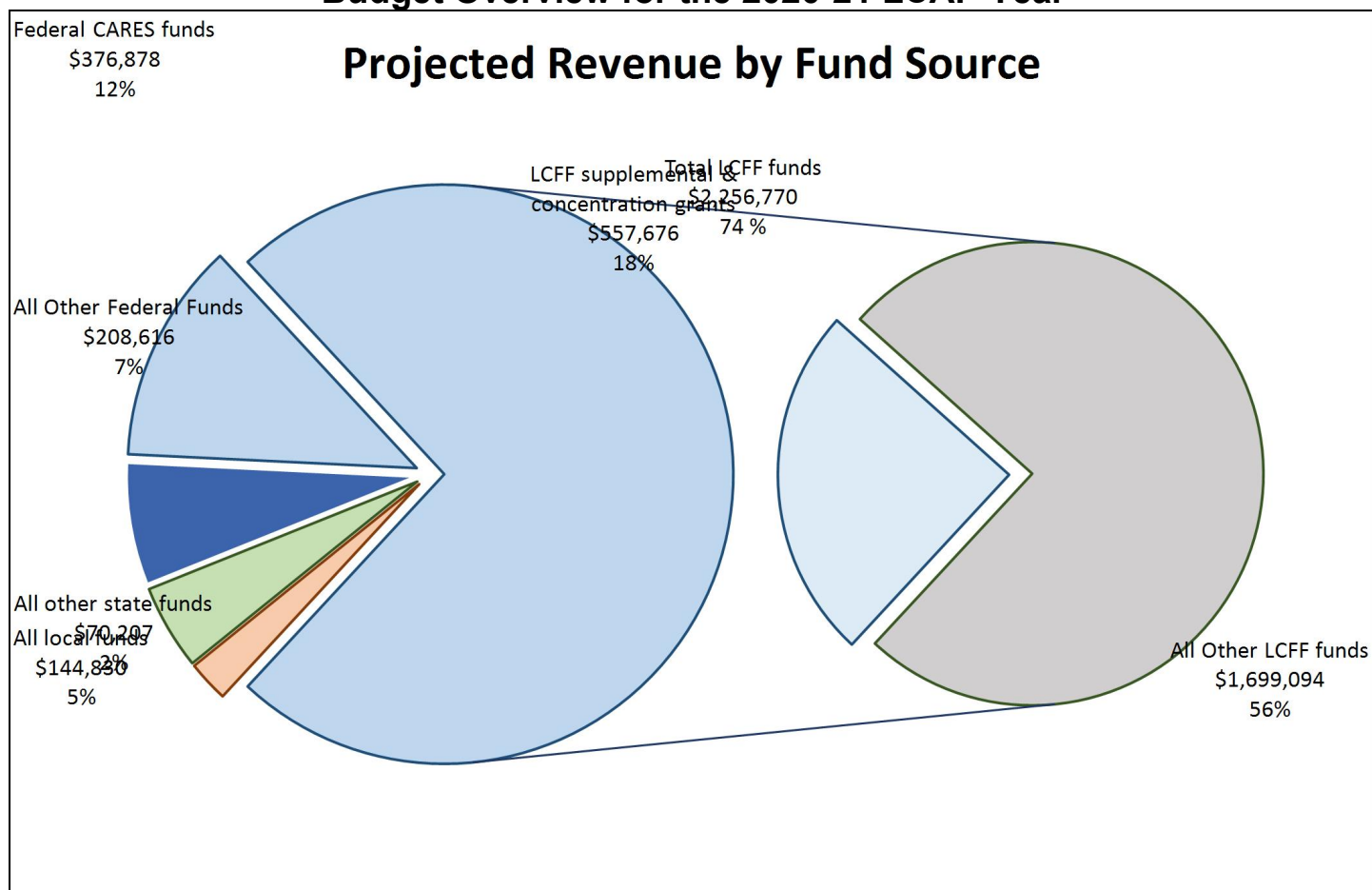
CDS Code: 19647330132126

School Year: 2020-2021

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Budget Overview for the 2020-21 LCAP Year

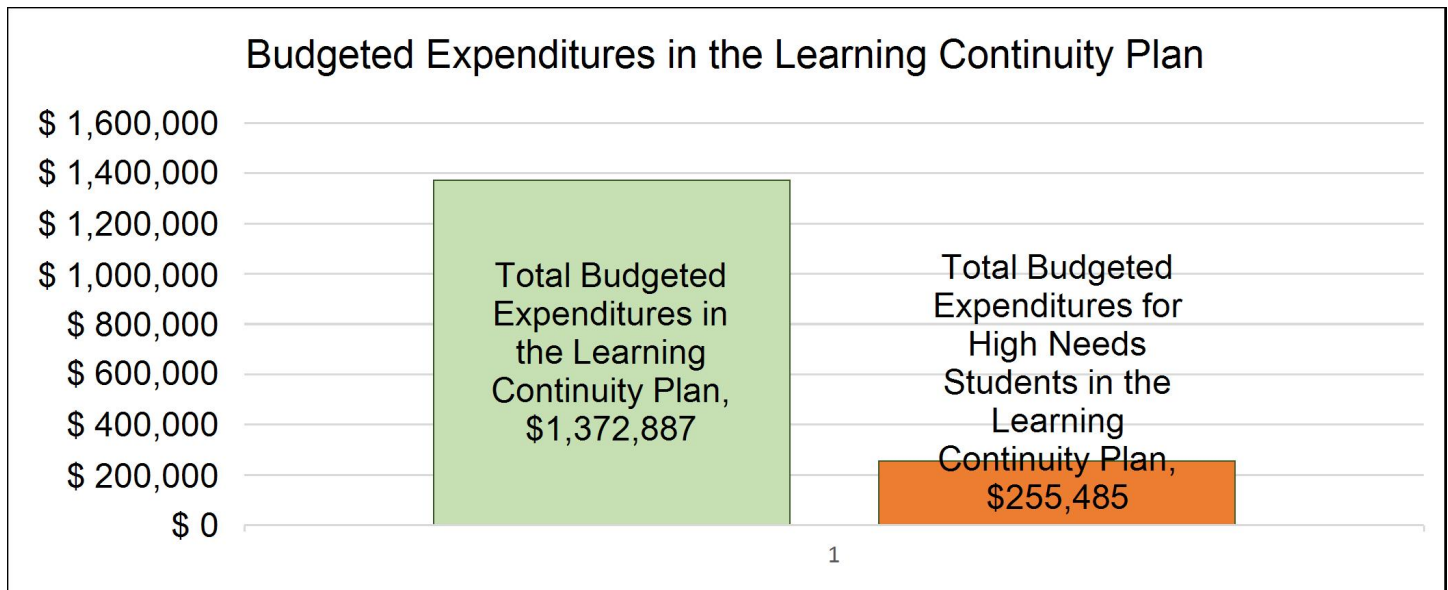


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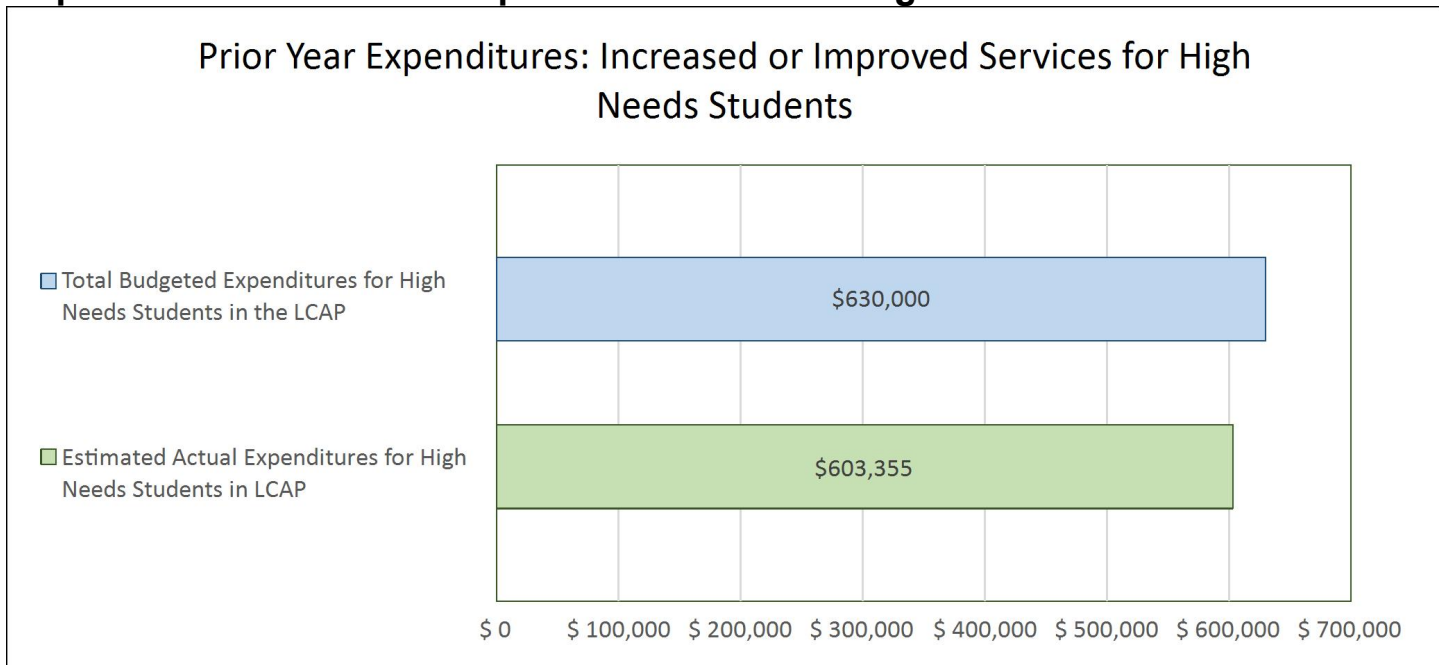
In 2020-21, Bert Corona Charter High School is projecting it will receive \$557676 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Bert Corona Charter High School plans to spend \$255485 towards meeting this requirement, as described in the Learning Continuity Plan.

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LCFF Budget Overview for Parents

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In 2019-20, Bert Corona Charter High School's LCAP budgeted \$630000 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$603355 for actions to increase or improve services for high needs students in 2019-20.

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LCFF Budget Overview for Parents

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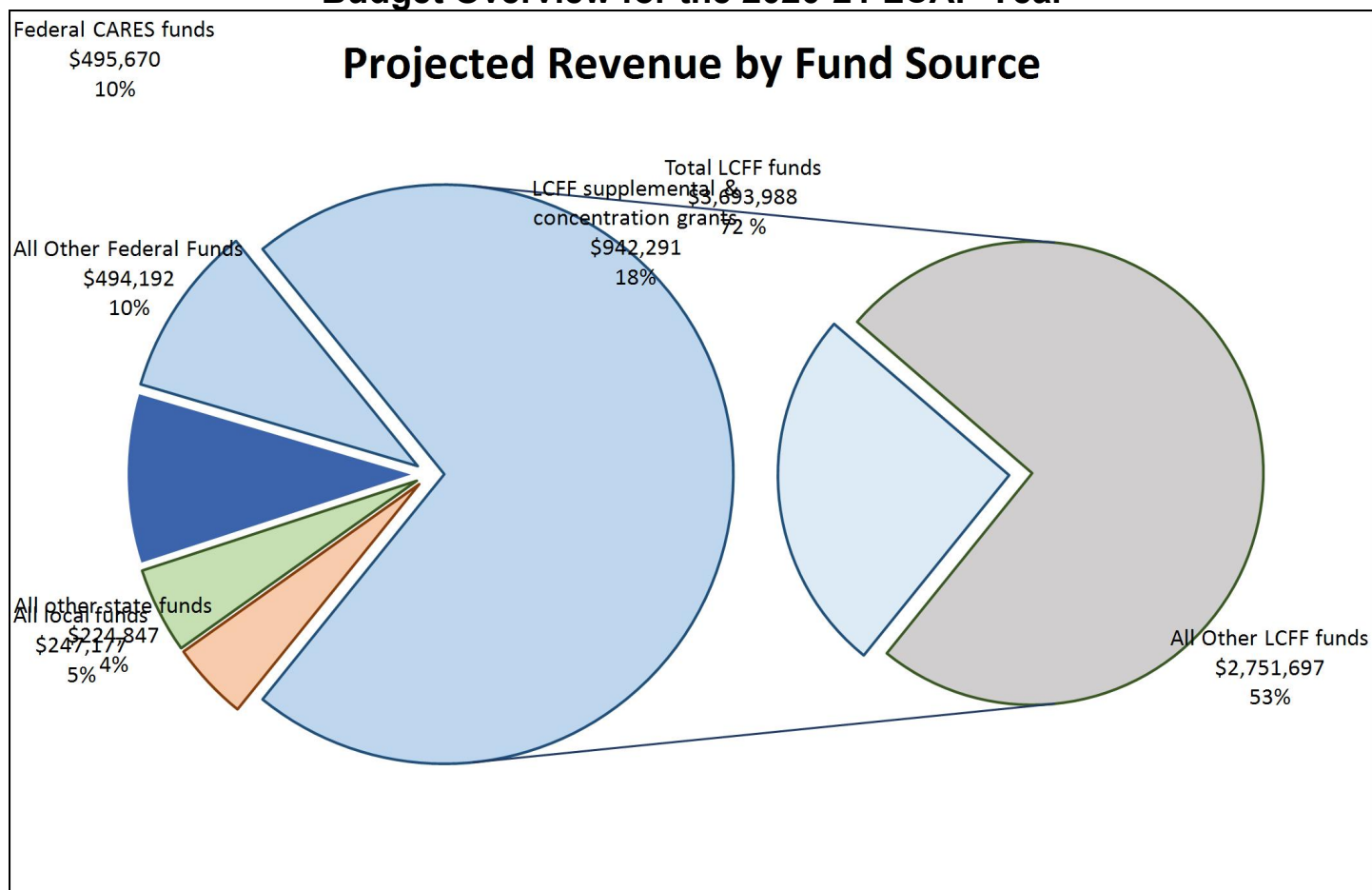
CDS Code: 19647330114959

School Year: 2020-2021

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Budget Overview for the 2020-21 LCAP Year

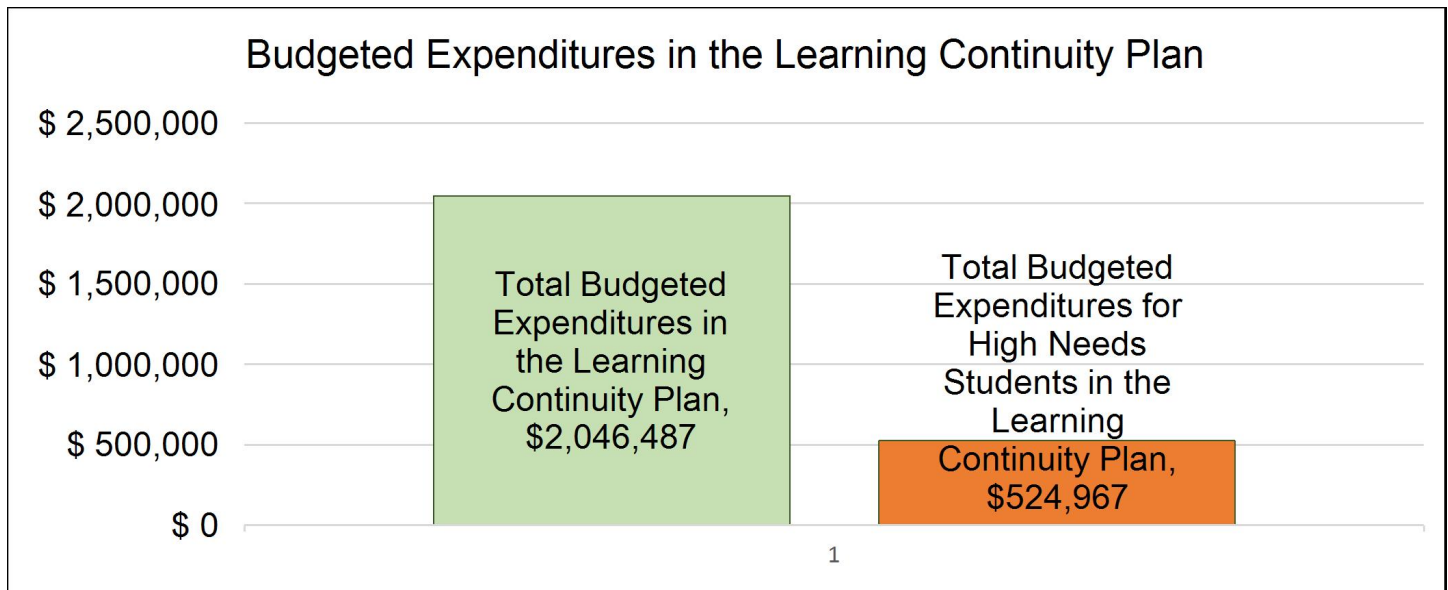


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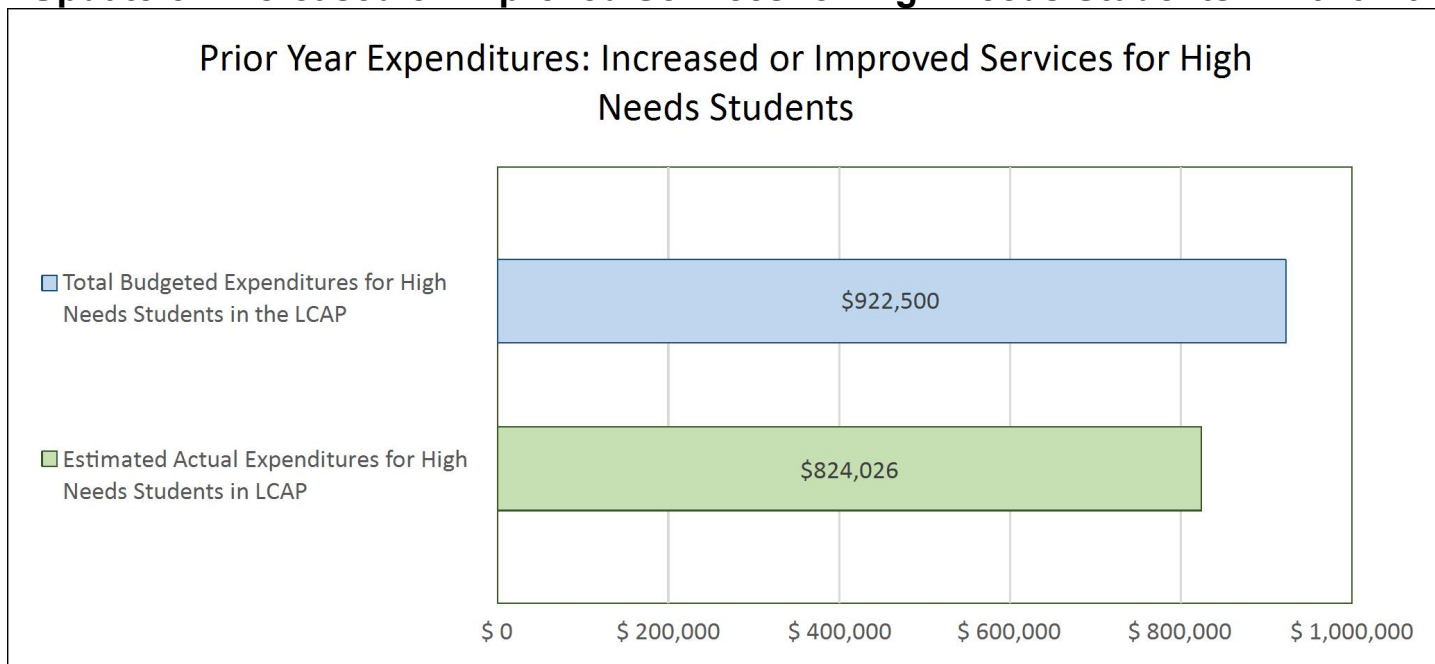
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Coversheet

LCFF Budget Overview for Parents

Section: V. Items Scheduled For Action
Item: G. LCFF Budget Overview for Parents
Purpose: Vote

Submitted by:

Related Material:

BCCS 2020_LCFF_Budget_Overview_for_Parents_Bert_Corona_Charter_School_20201204.pdf

Recommendation to adopt the Budget Overview for Parents 12072020.pdf

MORCS2020_LCFF_Budget_Overview_for_Parents_Monsenor_Oscar_Romero_Charter_Middle_School_20201204.pdf

BCHS 2020_LCFF_Budget_Overview_for_Parents_Bert_Corona_Charter_High_School_20201204 (1).pdf

LCFF Budget Overview for Parents

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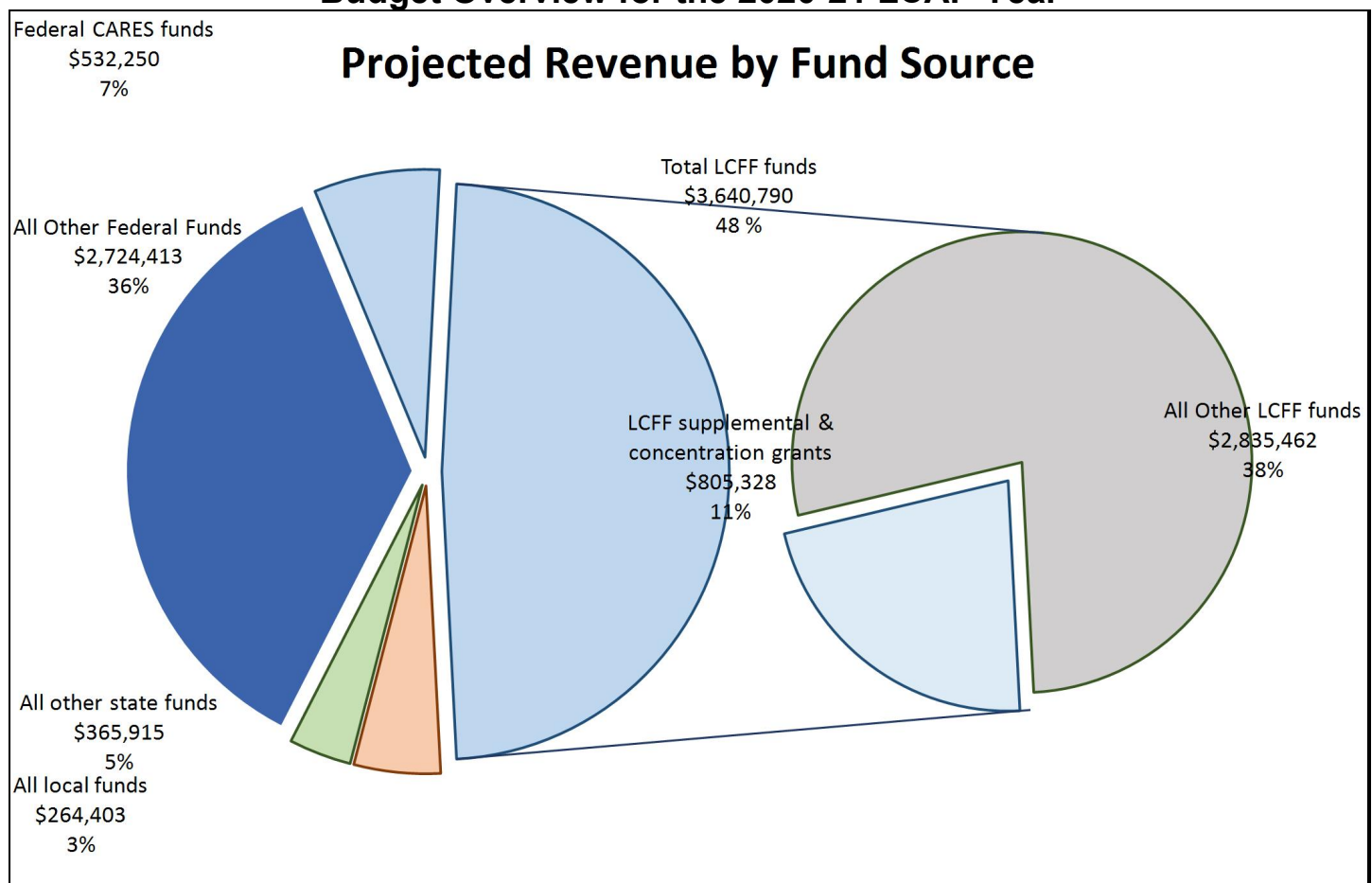
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Budget Overview for the 2020-21 LCAP Year

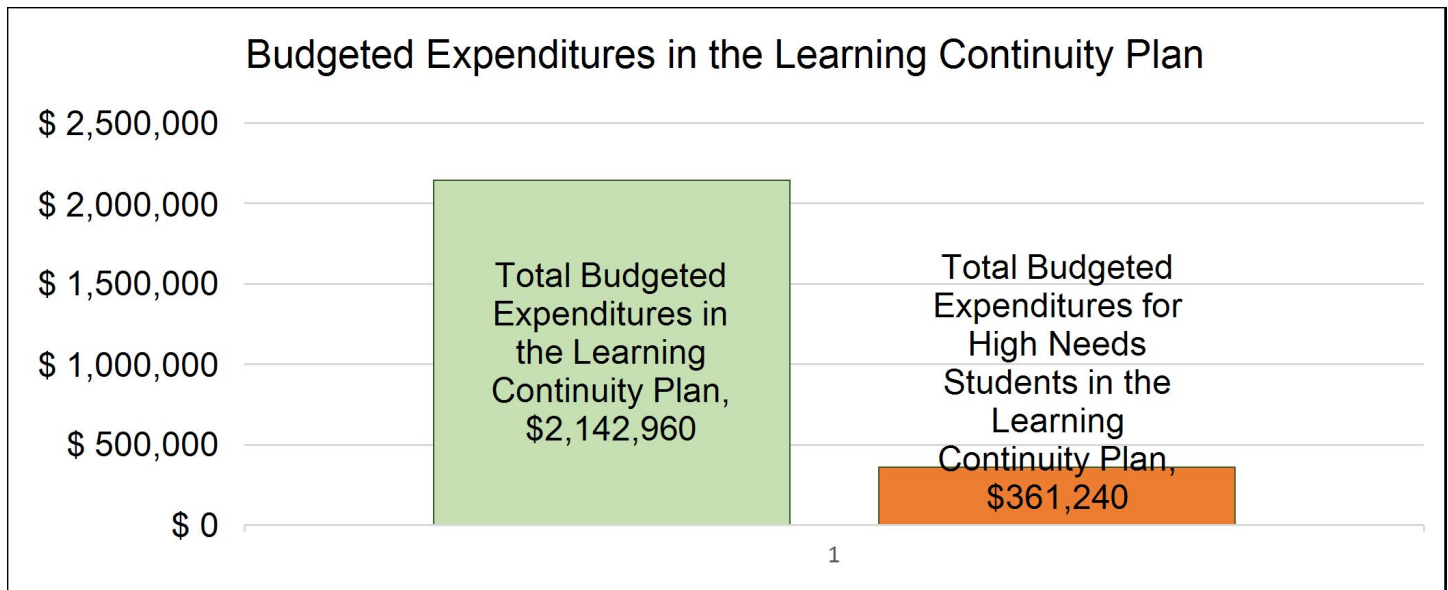


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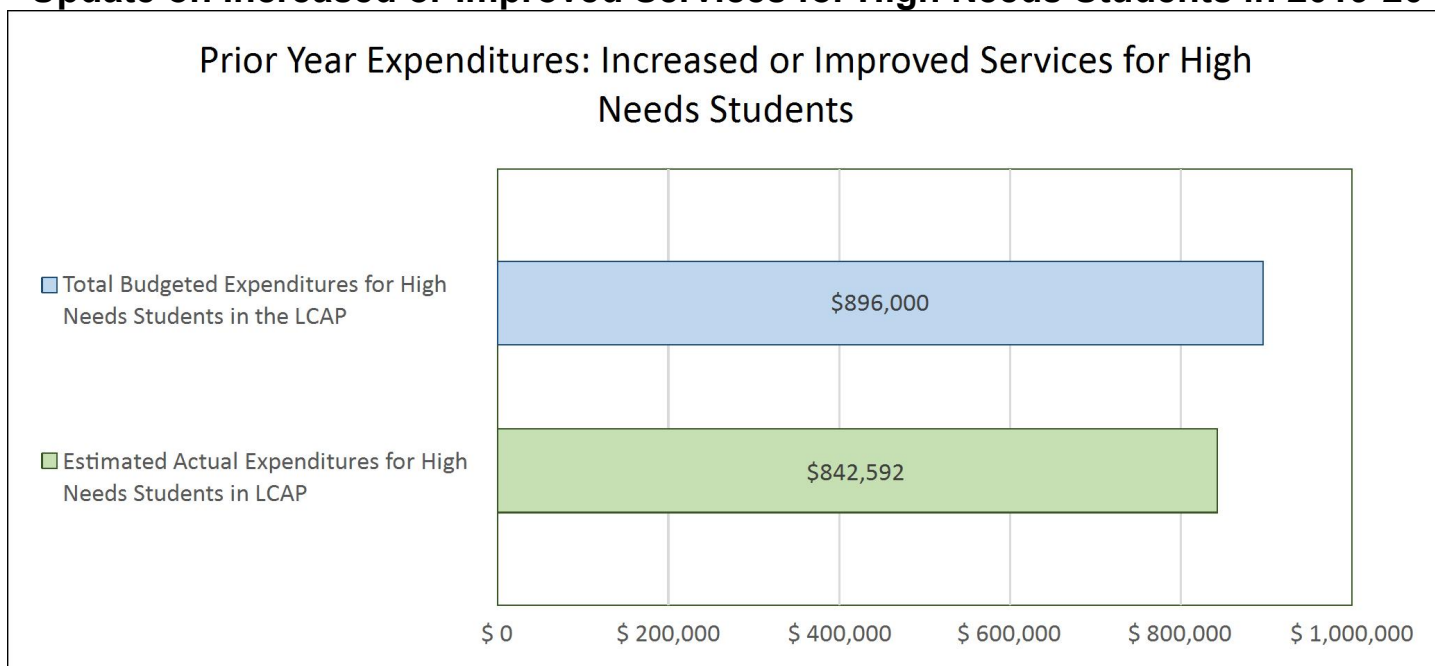
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YPI CHARTER SCHOOLS

December 7, 2020

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to adopt Budget Overview for Parents

BACKGROUND

Senate Bill (SB) 98 (Chapter 24/2020) changed the deadline for adoption of the Budget Overview for Parents to December 15, 2020, and linked it to the First Interim report. SB 820 (Chapter 110/220) required the 2020-21 Budget Overview for Parents Template to be aligned to the Learning Continuity and Attendance Plan (Learning Continuity Plan). The effect of these two bills is to tie the revenue and budgeted expenditures reference in the 2020-2021 Budget Overview for Parents to the Local Agency's (LEA) First Interim report, its Learning Continuity Plan, and its 2019-20 Local Control and Accountability Plan (LCAP)

LEAs must hold a public hearing and subsequent public meeting to adopt their Budget Overview for Parents by December 15, 2020.

ANALYSIS

The requirements for a public hearing for the Budget Overview for Parents was fulfilled on 12/07/2020.

RECOMMENDATION

It is recommended that the Board of YPI Charter Schools adopt the Budget Overview for Parents.

LCFF Budget Overview for Parents

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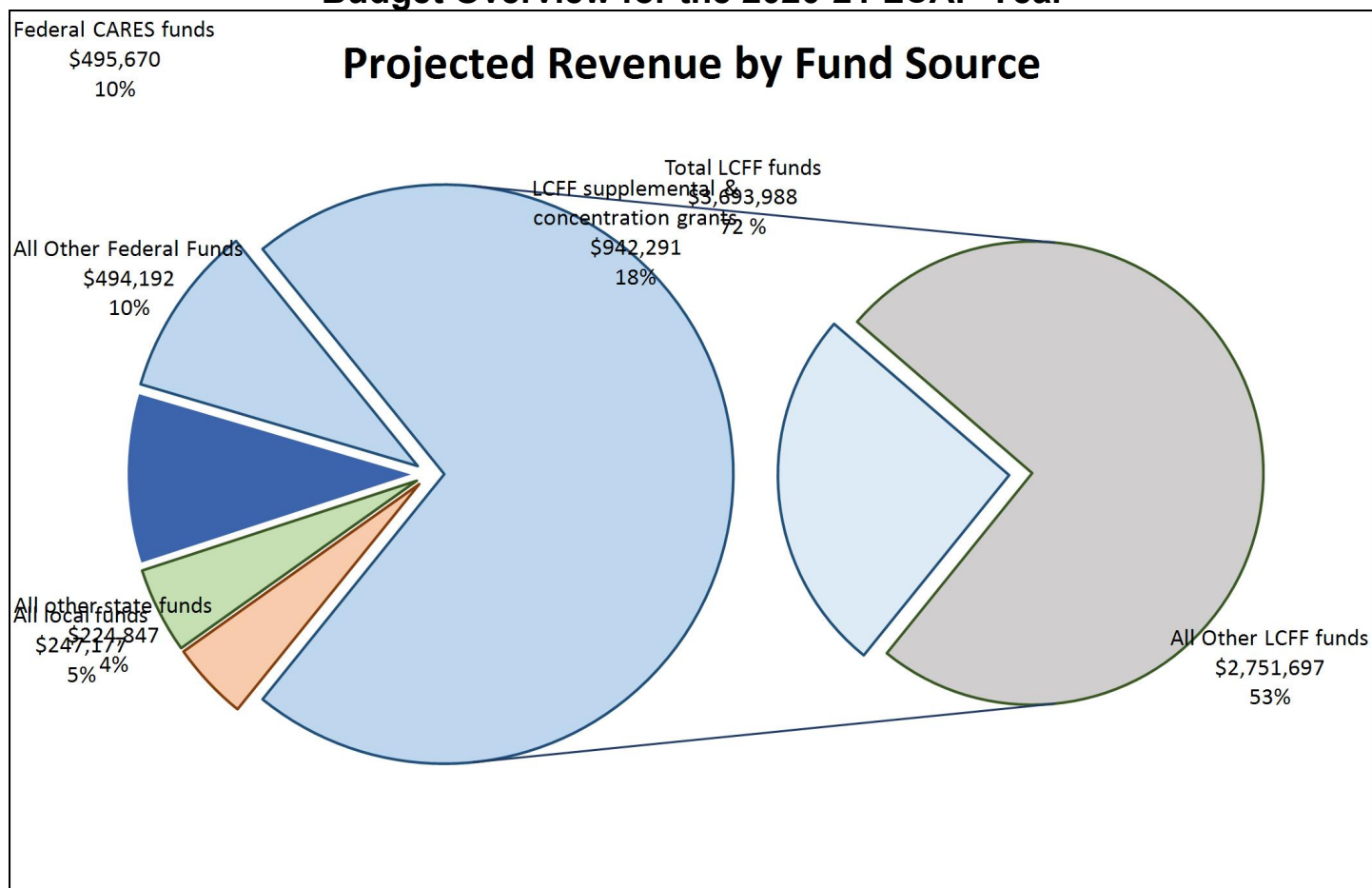
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School Year: 2020-2021

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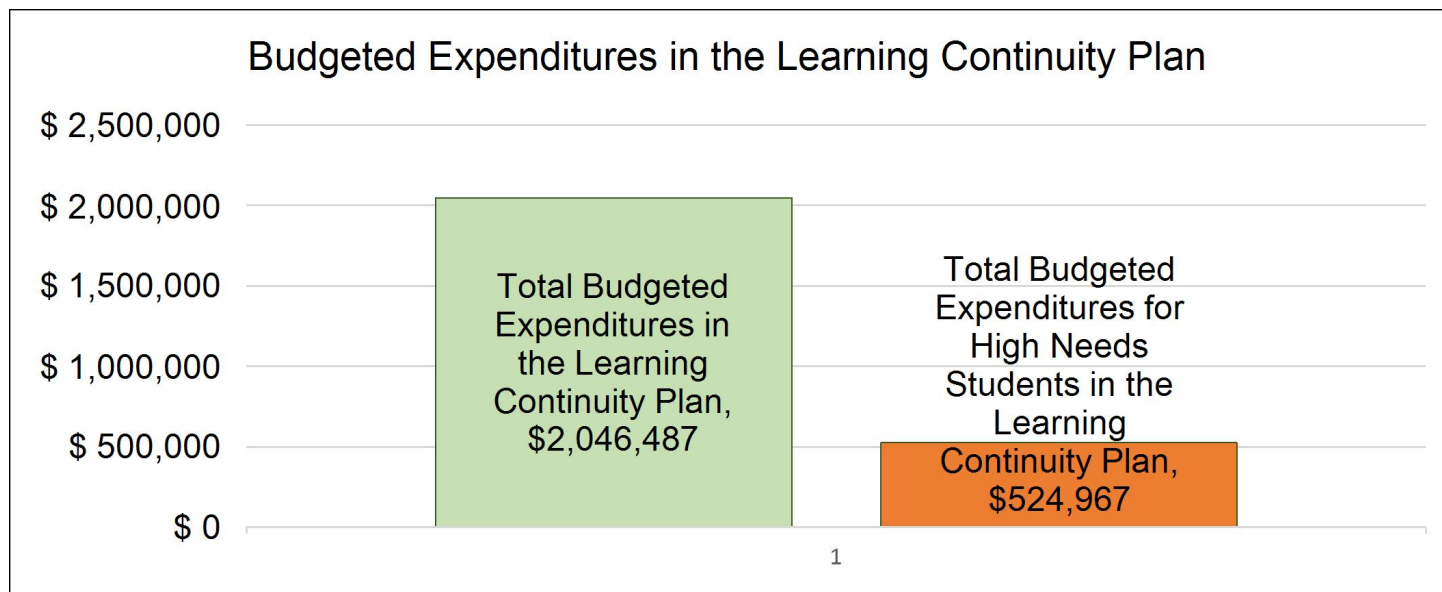


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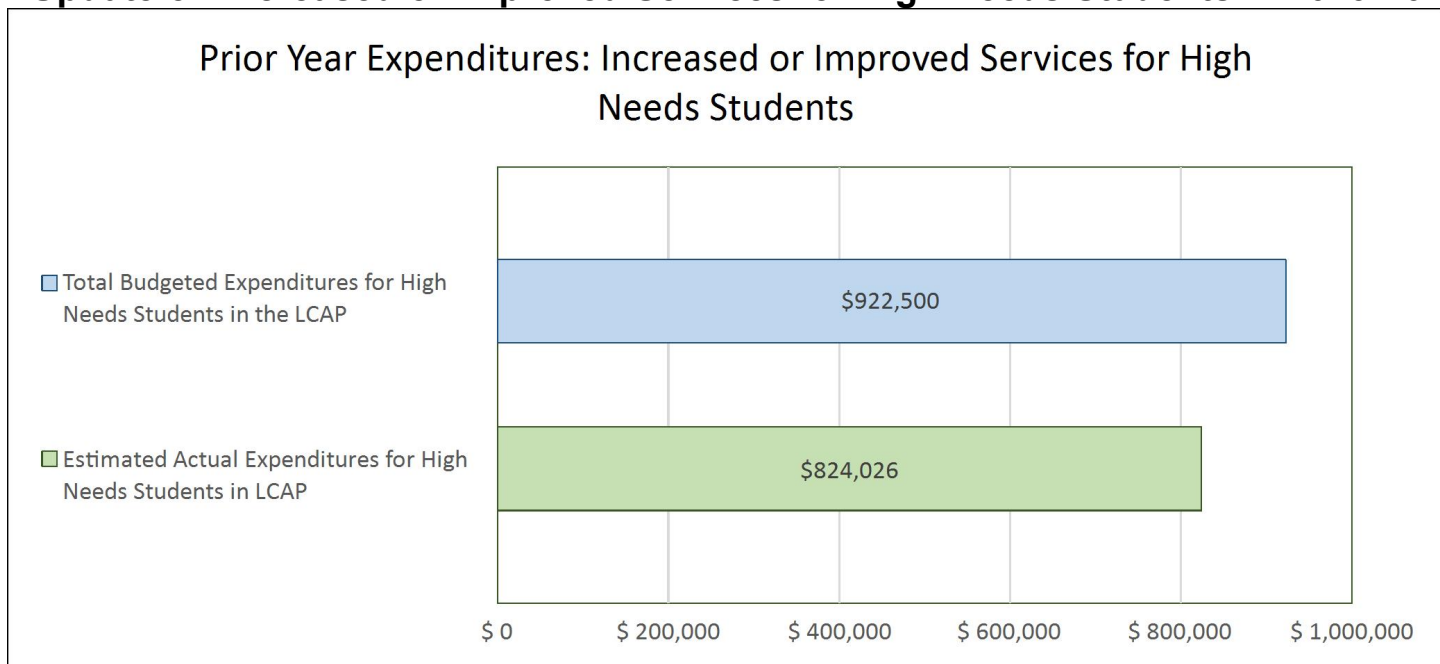
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LCFF Budget Overview for Parents

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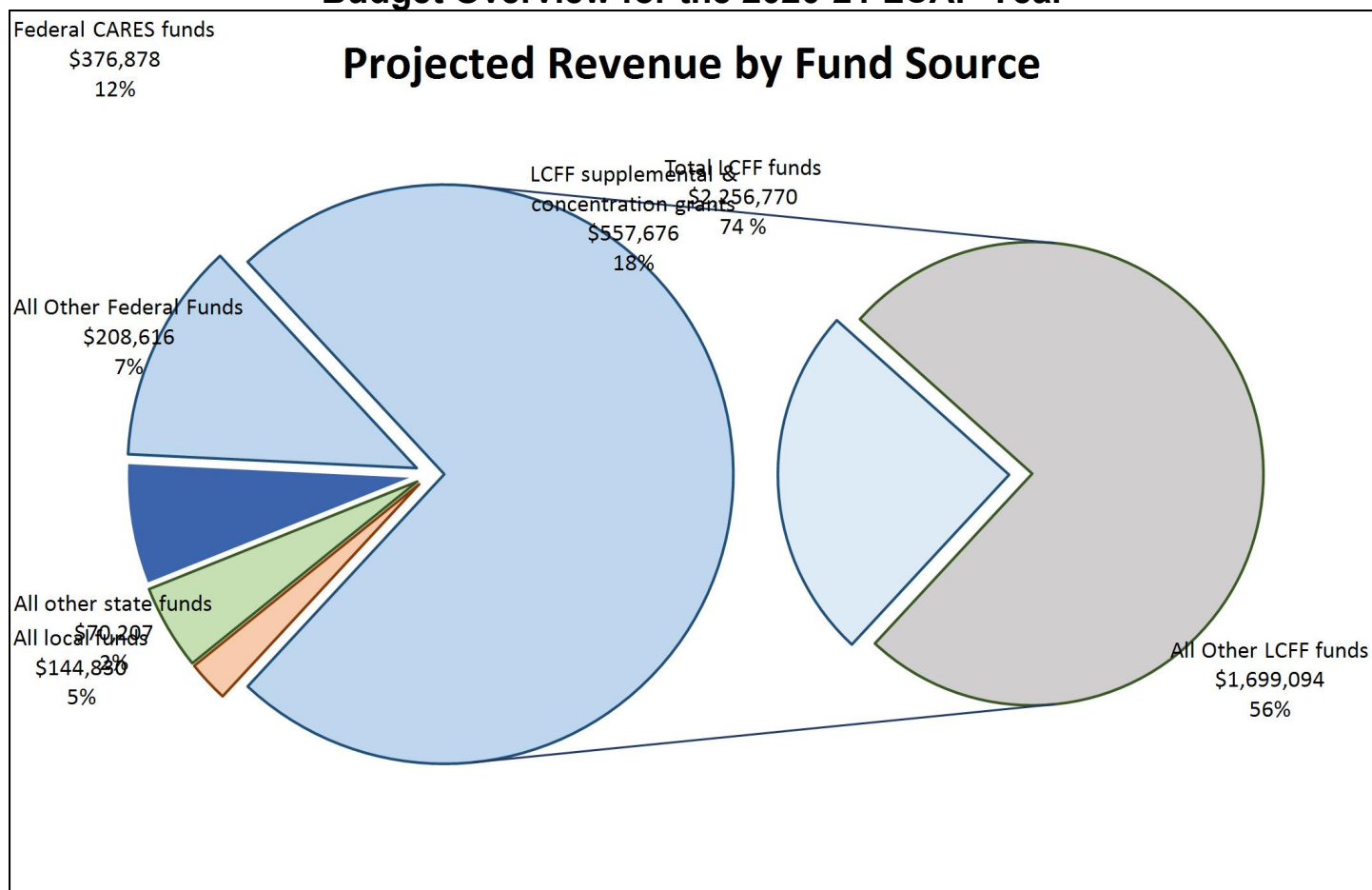
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Budget Overview for the 2020-21 LCAP Year

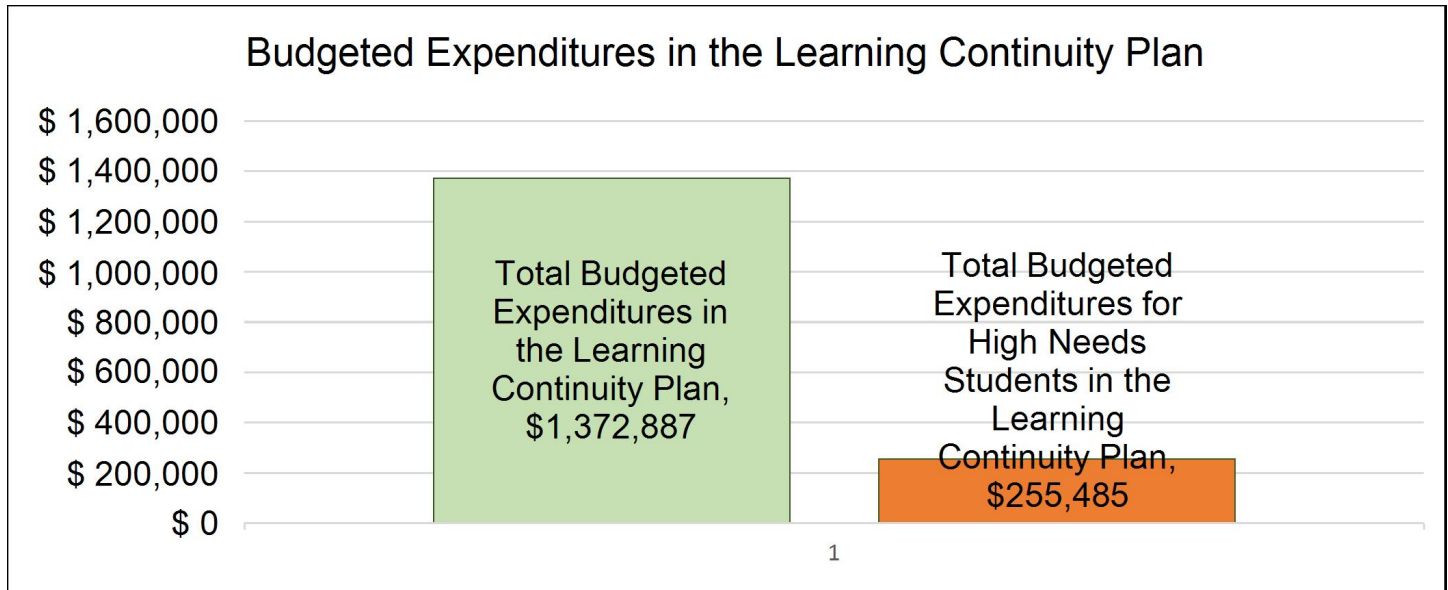


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Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

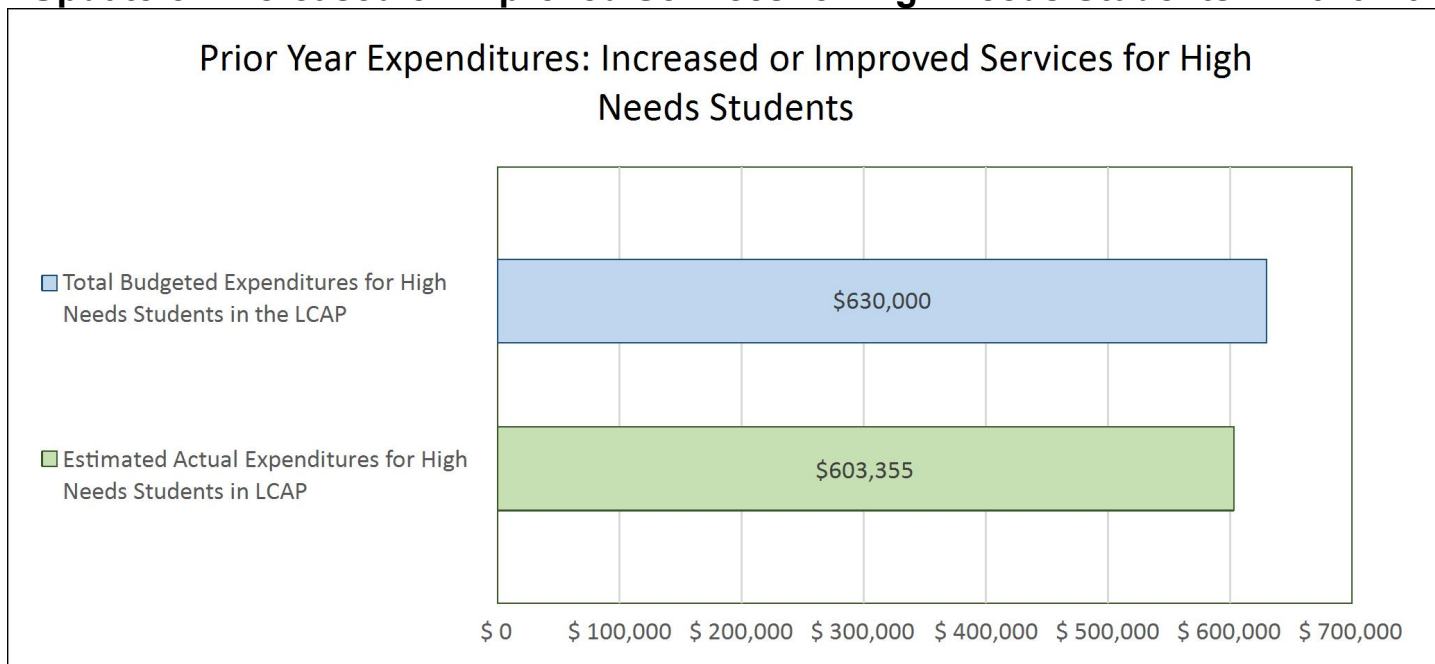
In 2020-21, Bert Corona Charter High School is projecting it will receive \$557676 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Bert Corona Charter High School plans to spend \$255485 towards meeting this requirement, as described in the Learning Continuity Plan.

The difference between the budgeted and actual expenditures had the following impact on Bert Corona Charter High School Students: The total estimated actual expenditures and total budget expenditures are in alignment for actions and services to increase or improve services for high need students. The difference is due to some of the programs that were not included in the learning continuity plan but are

being paid for with LCFF Supplemental and Concentration grants funds; which also support services for high need students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Bert Corona Charter High School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Bert Corona Charter High School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Bert Corona Charter High School's LCAP budgeted \$630000 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$603355 for actions to increase or improve services for high needs students in 2019-20.

The total estimated actual expenditures and total budget expenditures are in alignment for actions and services to increase or improve services for high needs students . There is a slight decrease in the total amount of funds due to the decrease in the entitlement received from a lower than anticipated ADA.

Coversheet

Learning Loss Mitigation Technology Purchase

Section: V. Items Scheduled For Action
Item: H. Learning Loss Mitigation Technology Purchase
Purpose: Vote
Submitted by:
Related Material: LLMF- Technolgy Purchase Request.pdf

The YPICS Executive Team is requesting approval to purchase laptops, iPads and iPad accessories for teachers, and additional chromebooks for students to support online and hybrid learning programs at Bert Corona Charter High School, Monseñor Oscar Romero Charter School, and Bert Corona Charter School. The purchase will not exceed \$500,000 in total. Learning Loss Mitigation Funds from each school will be used to purchase these items. If required, 3 quotes will be received and evaluated as necessary to meet YPICS purchasing requirements.

Total Cost	\$472,249.50			
Item	HS	OR	BC	Total
13- Pro	20	25	27	72
12.9 iPad Pro	20	25	32	77
Pen	20	25	32	77
Keyboard	20	25	32	77
Mouse	20	25	32	77
Chromebook	200	200	150	550
Chromebook lisc	200	200	150	550