

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday March 28, 2022 at 6:00 PM PDT

Location

Join Zoom Meeting <https://exed.zoom.us/j/94739348240?pwd=YWd5Z1Y3RHVsWHFJWnp0bUdzeW5Bdz09> Meeting ID: 947 3934 8240 Passcode: 687237 One tap mobile [+16692192599](tel:+16692192599), [+16699006833](tel:+16699006833), [94739348240#](tel:+16692192599) US (San Jose) [+16699006833](tel:+16699006833), [94739348240#](tel:+16692192599) US (San Jose) Dial by your location [+1 669 219 2599](tel:+16692192599) US (San Jose) [+1 669 900 6833](tel:+16699006833) US (San Jose) Meeting ID: 947 3934 8240 Find your local number: <https://exed.zoom.us/j/94739348240?pwd=YWd5Z1Y3RHVsWHFJWnp0bUdzeW5Bdz09>

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	
B. Call the Meeting to Order		Mary Keipp	
C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency	Vote	Mary Keipp	1 m

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or

	Purpose	Presenter	Time
that State or local officials continue to impose or recommend measures to promote social distancing.			

D. Additions/Corrections to Agenda		Mary Keipp	1 m
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E. Approval of February 28, 2022 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
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II. Communications 6:03 PM

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

YPICS (or the "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:

When addressing the Board, speakers are requested (but not required) 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 on the Charter Schools website at ypics.org or 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.

YPICS 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.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment the YPICS Board of Trustees requests that member of the public please utilize the following procedures:

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>

- | | Purpose | Presenter | Time |
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| 2. Speakers are asked (but not required) to 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, their name will be called by the Board Chair and the requesting speaker's microphone will be activated. | | | |
| 5. Speakers are requested (but not required to) rename their Zoom profile with their real name to expedite this process. | | | |

Alternatively, member of the public who wish to comment during the Board meeting may use the "raise hand"function on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting.

III. Items Scheduled for Information 6:03 PM

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|---------------------------------------------|-----|--|-----|
| A. School Committee/ Council Reports | FYI | | 3 m |
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Each month school 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.

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| B. Board Committee Reports | FYI | Michael Green | 5 m |
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1. Finance Committee update presented by Committee Chair, Michael Green

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| C. Bert Corona Executive Administrator Report | FYI | Kevin Myers | 2 m |
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| D. Monseñor Oscar Romero Executive Administrator Report | FYI | Rene Quon | 2 m |
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| E. Bert Corona Charter High School Executive Administrator Report | FYI | Larry Simonsen | 2 m |
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| F. Chief Operation Officer's Report | FYI | Ruben Duenas | 3 m |
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| G. Executive Director's Report | FYI | Yvette King-Berg | 3 m |
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IV. Board of Trustees Professional Development 6:23 PM

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| A. Brown Act Training Presented by Young, Minney, & Corr, LLC | Discuss | Janelle Ruley, Esq. | 30 m |
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The Brown Act Training presented by Janelle Ruley, Esq. will begin promptly at 6:15pm.

	Purpose	Presenter	Time
B. 2022 CCSA Conference Attendance	FYI	Mary Keipp	5 m

Board Chair, Mary Keipp and Board Vice Chair, Cesar Lopez attended the California Charter Schools Association annual conference in Long Beach, California from March 14 through March 17, 2022.

V. Consent Agenda Items 6:58 PM

A. Background	FYI	Mary Keipp	1 m
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All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board’s vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items	Vote	Yvette King-Berg	3 m
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1. Recommendation to approve the updated Uniform Complaint Procedures
2. Recommendation to approve polices to address new legislation

VI. Items Scheduled For Action 7:02 PM

A. Recommendation to Review and Receive YPICS 2020-21 LAUSD Oversight Reports	Vote	Yvette King-Berg	5 m
B. Recommendation to Select CliftonLarsonAllen LLP to Complete the Audit ending June 30, 2022	Vote	Yvette King-Berg	5 m
C. Recommendation to Approve the YPICS February Financials and Check Registers as Submitted	Vote	Irina Castillo	10 m
D. Recommendation to Approve Receipt of ASES GAN for Bert Corona Charter School in the amount of \$203, 482.84	Vote	Yvette King-Berg	3 m

VII. Closed Session 7:25 PM

A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Current Administrators	Discuss	Mary Keipp	10 m
B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE	Discuss	Mary Keipp	10 m

	Purpose	Presenter	Time
EVALUATION - Evaluation of Executive Director			
VIII. Open Session			7:45 PM
A. Action Taken in Closed Session	FYI	Mary Keipp	1 m
IX. Announcements			7:46 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
X. Closing Items			7:48 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of February 28, 2022 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of February 28, 2022 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on February 28, 2022

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Monday February 28, 2022 at 6:00 PM

Location

Join Zoom Meeting <https://exed.zoom.us/j/95888199092?pwd=b2tVNWxWdGxiRTNQYXRtYWdJYWZsQT09> Meeting ID: 958 8819 9092 Passcode: 726389
One tap mobile [+16692192599](tel:+16692192599), [95888199092#](tel:+16699006833) US (San Jose) [+16699006833](tel:+16699006833), [95888199092#](tel:+16699006833) US (San Jose) Dial by your location +1 669 219 2599 US (San Jose) +1 669 900 6833 US (San Jose) Meeting ID: 958 8819 9092 Find your local number: <https://exed.zoom.us/u/aPLF2Ollm>

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), W. Njboke (remote)

Trustees Absent

S. Mendoza

Trustees who arrived after the meeting opened

W. Njboke

Guests Present

I. Castillo (remote), L. Simonsen (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 Feb 28, 2022 at 6:03 PM.

C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency

C. Lopez made a motion to Approve Board Findings relating to Teleconference Meetings During State of Emergency.

D. Cho seconded the motion.

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

Roll Call

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

D. Additions/Corrections to Agenda

Ms. King-Berg would like to add a vote item to the agenda. To receive and approve the SARC reports as action item E.

C. Lopez made a motion to take the informational items of SARC Reports as a separate action item.

M. Green seconded the motion.

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

Roll Call

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

E. Approval of January 24, 2022 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 01-24-22.

M. Green seconded the motion.

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

Roll Call

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

F. Approval of February 7, 2022 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 02-07-22.

D. Cho seconded the motion.

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

Roll Call

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

II. Communications

A.

Presentations from the Public

There were no communications from the Public.

III. Items Scheduled for Information

A. Chief Operation Officer's Report

W. Njboke arrived.

COO Duenas-

Kids are excited for ELOP. We had a school fair, 17 additional clubs/classes were created. YPICS has received good feedback from students and staff. The first Valley Enrollment Fair held at BCCS on February 26th. The event did not yield enough interested families or parents. However, both the High School and Bert had a total of 7 students to sign up to enroll. This year is different. Looking good, generating buzz, staff is excited about doing the work, volunteering. It's nice to see staff excited.

B. Executive Director's Report

ED King-Berg

We will continue to closely watch [SB 579 \(Allen\)](#) – Hold Harmless for 2022-23 School Year.

SB 579 would provide an additional year of hold harmless for all schools, including charter schools, in 2022-23. SB 579 was amended to address 2021-22 hold harmless funding for charter schools. SB 579 has passed the Senate, and now it needs to pass the Assembly. Additionally, it will need to align with the final State Budget.

Secondly, we have finally come close to finalizing the YPICS Teacher Effectiveness Rubric.

We began the development process last year and have included all teachers, instructional coaches, and administration to provide feedback. The final document will be ready for YPICS Board approval in April 2022, in time to begin using the rubric to set YPICS-wide teacher instructional expectations and a strive toward excellence beginning the first day of the 2022-2023 school year.

SARC Report was pulled off of the ED report and voted on as a separate action item.

C. Board Academic Excellence Committee School Data Reports

Board Vice Chair Lopez - The Committee had an extensive conversation and reviewed data analysis with the school Executive Administrators. The meeting was productive, we are pleased with the academic growth at all three schools, especially during the pandemic. The last item we discussed is the issue of no ds and no fs for high school students. It will be presented today for action. We know the situation is primarily relevant to the pandemic. Student academic achievement has been affected for three years. A significant number of large school districts in California have moved to pass a policy like this one. Given the ongoing pandemic challenges the last thing we want to do is cause harm.

EA Dr. Quon –

iReady growth fall 2021 to winter 2021, shows growth.

iReady Math Analysis:

- All grade levels showing growth from D1 to D2 in Math
- Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 71% to 61% from D1 to D2

- Median Progress to Annual Typical Growth is at 73% overall for all students in math
- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth

Math for SPED students did not show the growth. We can do better in math and that will be our focus second semester.

iReady Reading Analysis:

- All grade levels showing growth from D1 to D2 in Reading
- In reading sped students has amazing growth.
Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2 Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth

EA Dr. Myers-

iReady Summary on iReady Math:

BCCS progress toward annual typical growth grew from **33%** of students meeting this target in **January 2021** to **64%** of students meeting this target in **January 2022**.

iReady Summary on iReady Reading:

BCCS progress toward annual typical growth grew from **47%** of students meeting this target in **January 2021** to **94%** of students meeting this target in **January 2022**. This mid-year result is exciting to see given we still have 4 more months of instruction.

EA Mr. Simonsen -

Growth is from beginning of year until January 2022. Reviewing data. Girls the regressed stayed in grade level. 27% girls are at grade level. Not all tested both times. The boys are lower. In math about 10% more on failing males. It's the reading that is staggering. Comparing to those that failed their math/ reading classes.

Board Chair Keipp wanted to know if the school was using high interest reading for boys.

EA Simonsen - The High School is reimplementing Achieve 3000, because it is high interest levels for both boys and girls and it covers all a-g content. Second semester teachers will implement articles 2-3 by the end of the year. This will help support students reading across all content areas.

The remaining data is in the provided report.

D. FY21-22 Winter ConApp

The Con App was presented, discussed, and approved.

E. Update on the Annual Update to the 2021-22 LCAP and Budget Overview for Parents (BCCS, BCCHS, & MORCS)

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the local educational agency.” The update must include: 1. A one-time Supplement to the Annual Update for the 2021-22 LCAP using the State Board approved template. 2. All available mid-year outcome data related to metrics identified in the 2021-22 LCAP 3. Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP 4. An update on the Budget Overview for Parents was provided.

F. Form 700 Filers

This is just a reminder that every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways: 1. It provides necessary information to the public about an official’s personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances. 2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making. Please support Ms. Gachuzo when she reaches out to obtain your signatures, so that YPICS remains compliant with this regulatory obligation.

G. ED and COO Evaluations (ED and COO Evaluation Rubrics)

Board Chair Keipp-

It is that time of year to complete the Executive Director along with the COO evaluations. The evaluation templates were provided in your board packet. The process will be the same as we did last time, each member of the board, completed the evaluation for Ms. King-Berg, had a closed session where we discussed the evaluation on 3/28/2022. We will evaluate The ED in closed session and provide feedback for the COO Evaluation. King-Berg will provide us the results of her evaluation of the other administrators.

H. Board Professional Development: Board Duties and Responsibilities

The Board reviewed, discussed, and resigned the YPICS Board Duties and Responsibilities Documents.

IV. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to move the consent calendar.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

V. Items Scheduled For Action

A.

YPICS January 2022 Financials and Check Registers

M. Green made a motion to approve the reviewed January 2022 financials and check registers as submitted.

W. Njboke seconded the motion.

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

Roll Call

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

B. FY21-22 2nd Interim Report

C. Lopez made a motion to approve the 2nd interim report.

D. Cho seconded the motion.

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

Roll Call

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

C. Expanded Learning Opportunities Program Plan (BCCS, BCCHS, and MORCS)

COO Duenas explained that the ELOP needs to be approved so we can spend the plan. It's for the middle schools. Funds generally being used for academic support, also being used for club sponsors and sports coaches. The goal is to increase academic achievement and to increase engagement.

C. Lopez made a motion to approve the Expanded Learning Opportunities Program Plan for Bert Corona Charter School and Monseñor Oscar Romero Charter School.

M. Keipp seconded the motion.

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

Roll Call

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

D. YPICS Board Academic Committee Recommendation to Approve No Ds and Fs High School Grading Policy

C. Lopez made a motion to approve the No Ds and Fs high school grading policy.

M. Green seconded the motion.

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

Roll Call

M. Keipp Aye
C. Lopez Aye
D. Cho Aye

Roll Call

M. Green Aye
S. Mendoza Absent
W. Njboke Aye

E. School Accountability Reports Cards

D. Cho made a motion to receive the SARC attached reports that were uploaded to the CDE timely on February 1, 2022.

W. Njboke seconded the motion.

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

Roll Call

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

VI. Announcements

A. Closing Announcements

The next YPICS Board Meeting is scheduled for Monday, March 28, 2022.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:45 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Bert Corona Executive Administrator Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: 21-22 BCCS EA Board Report (March).pdf



BCCS Executive Administrator Report

March 2022

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.

Enrollment and Attendance:

21-22 Enrollment (as of 3/28/22)

Grade	Total	Class Size
5th grade	17	17
6th grade	103	25.75
7th grade	107	26.75
8th grade	113	28.25
	340	

2022-2023 Enrollment (as of 3/28)

5th grade	10
6th grade	75
7th grade	103
8th grade	107
Total	295

Enrollment Efforts for 2022-23:

- Modified school tours (due to COVID safety)
- Recruitment presentations
- Flyering at local schools
- Community fair
- Schola

School Culture and ELOP:

We are very excited about the culture we are starting to rebuild following the pandemic. Recently, the Extended Learning Opportunities Program grant has provided us the opportunity to expand our clubs and tutoring to a place where we can support more students and build stronger relationships. We have a variety of clubs, academic support, field trips, and more through this grant, and it has been a huge part of us investing in our school culture and community this semester. Some of the programs we are now offering are listed below:

- Math tutoring
- English tutoring
- EL 1 tutoring and language support
- Body Image, Hiking, Running Club

- Film appreciation club
- Theater club
- Comic Book Club
- Vegan Cooking (the Happy Cow Club)
- Arts and Crafts
- Drawing and Realistic Image Creation Club
- Book Club
- Spikeball Club
- Soccer
- Makeup and Special Effects Club
- Photography Club

Additionally, our leadership class has been doing a lot to push our school hallmarks and school climate/culture. They have been running more events for students, competitions for advisory classes, and student store sales for supplies and prizes (including non-uniform days).

Finally, we have teamed up with Kaiser to implement their Hippocrates Circle program at our schools. Currently, we have 44 students who are learning the pathway to becoming doctors from medical professionals who grew up in their communities. Two of our science teachers are leading this effort, and our focus has been to recruit students who don't typically get involved with programs like this. A few of these students are students who are challenging behaviorally, and others are quiet, average students who typically do not volunteer for opportunities. Although these students were targeted, we also allowed others to sign up if they were interested.

Professional Development and Training:

Our PD meetings this semester are divided into two segments each Monday. During the first part of the PD session, teachers are working with Dr. Myers about supporting our subgroup populations, particularly our ELs and our students with special needs. Then, during the second hour, the teachers go into either DSI (Do Something Important) Time, or they meet with Mr. Takeyama to create and refine their approach to positive behavior interventions and supports (PBIS). Explanations of all segments are below:

EL Support

Our PD series on supports for ELs began with a review of the ELD standards and a personal reflection and analysis on each teacher’s integration of the standards into their weekly practice (see template on the next page below). Each teacher completed the analysis, then decided to focus on three ELD strategies that they would improve or initiate in their weekly planning for EL support. As mentor teachers met with their mentees, they discussed this strategy and it was being implemented, then they offered feedback for improvement. As the strategies were being implemented and mentorship was provided, we continued to discuss EL supports over the next couple of weeks. Here is an outline of the topics covered during this series:

1/31/22	ELOP Support and Planning Implicit Bias Training
2/7/22	ELD Support: Knowing the Standards and Necessary Supports 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/14/22	ELD Support: Lesson and Feedback models for success 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/28/22	Supporting ELs as a team: Data-based decisions making 7th PBIS Strategic Plan; 5, 6, 8 DSI
3/7/22	ELD Support: Engaging English Learners 7th PBIS Strategic Plan; 5, 6, 7 DSI
3/21/22	ELD Wrap Up (Reflection) and SPED Support Self-Analysis 8th PBIS Strategic Plan; 5, 6, 8 DSI

Supporting Students with Special Needs:

Now that we have completed our series on EL strategies, we will be moving into planning intentional supports for students with special needs. This series will begin next week and will focus on the following topics:

3/28/22	SPED Session 1: Methods for Collaboration 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/4/22	SPED Session 2: Snapshot Review- Understanding Student Needs 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/25/22	SPED Session 3: Planning Intentional Supports for SWD 8th PBIS Strategic Plan; 5, 6, 8 DSI
5/2/22	CAASPP Testing and Training/Prep 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/9/22	SPED Session 4: Providing Feedback to SWD: Conferencing 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/16/22	ELD and SPED Support Wrap-up and Reflection 5th/6th PBIS Strategic Plan; 7, 8 DSI

Our goal with both the EL and SPED PD series is to bolster our practice in supporting these students and to align the practices we see across all classrooms.

ELD INSTRUCTIONAL ALIGNMENT ANALYSIS

Teacher Name:

*On the following table, mark the frequency in which students engage in the following exercises in **your** class.*

Copy and Paste Me!

Language Skill	Frequently/Daily	Sometimes	Never
Exchanging ideas with others (oral discussions)			
Interacting with others in written English			
Offering and justifying opinions; negotiating with and persuading others			
Adapting language choices to various contexts (based on task, purpose, audience, text type)			
Listening to spoken English in a range of contexts			
Reading literary and informational text closely			
Viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language			
Evaluating how well writers and speakers use language to support ideas and arguments			
Analyzing how writers use vocabulary and other language resources for specific purposes			
Expressing information and ideas in formal oral presentations on academic topics			
Writing literary and informational texts to present, describe, and explain ideas and information.			
Justifying arguments and evaluating others' arguments in writing			
Selecting and applying varied and precise vocabulary and language structures effectively to convey ideas			
Learning and understanding text structure			
Understanding text cohesion			
Using verbs and verb phrases			
Using nouns and noun phrases			
Modifying to add details (revision)			
Connecting ideas			
Condensing ideas			

FYI: Each of these skills or exercises align with the 5th through 8th grade Common Core and CA Common Core standards. [Take a look at this document](#) to see which standards, specifically, align with these practices.

For example:

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	<ul style="list-style-type: none"> ● SL.6.1, 3, 6; L.6.1, 3, 6 ● RL.6.1-7, 9-10; RI.6.1-10; RH.6.1-10; RST.6.1-10; SL.6.2; L.6.1, 3, 6 ● RL.6.4-5; RI.6.4, 6, 8; RH.6.4-6, 8; RST.6.4-6, 8; SL.6.3; L.6.3, 5-6 ● RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; SL.6.3; L.6.3, 5-6

Alignment Plan:

Consider the following:

- Your data and plan for instruction this semester
- You common practices and instructional strategies that align with the practices outlined above (page 1)

In an effort to support English Learners, list 3 strategies/practices from above that you will either continue to implement or start implementing.

Strategy 1:

Strategy 2:

Strategy 3:

Teacher Selected EL Strategies:

Teacher List	Area of Focus (data-based)	EL Strategy 1	EL Strategy 2	EL Strategy 3
Arreola	Word Problems- Group Work and Station Rotation	Media to determine how meaning is conveyed explicitly and implicitly through	Using varied and precise vocabulary and language structures effectively	Learning and understanding text structure
Bravo	Focus on one-on-one support, 50 percent meet stretch growth	Exchanging ideas with others (oral discussions)	Using literary and informational texts to present, describe, and explain ideas and	Justifying arguments and evaluating others' arguments in writing
Campana	Content and academic vocabulary, sentence frames and supports for ELs	Exchanging ideas with others (oral discussions)	Offering and justifying opinions, negotiating with and persuading others	Using literary and informational texts to present, describe, and explain ideas and information.
Contreras	Strategic instructional groupings; motivation; EL supports	Exchanging ideas with others (oral discussions)	Using varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Duenas	Behavior, classroom management	Exchanging ideas with others (oral discussions)	Reading literary and informational text closely	Modifying to add details (revision)
Josselyn	Pushing performance of high-performing students	Justifying arguments and evaluating others' arguments in writing	Using varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Luc	Student engagement and work completion	Offering and justifying opinions; negotiating with and persuading others	Using information and ideas in formal oral presentations on academic	Connecting ideas
Mir	Small group work	Using literary and informational texts to present, describe, and explain ideas and	Connecting ideas	Condensing ideas
Mousavi	Building relationship, work completion, dismissal routine	Offering and justifying opinions; negotiating with and persuading others	Justifying arguments and evaluating others' arguments in writing	Understanding text cohesion
Myers	CASA, vocabulary, context clues, author's purpose	Exchanging ideas with others (oral discussions)	Offering and justifying opinions; negotiating with and persuading others	Reading literary and informational text closely
Nevins	Vocabulary; sentence structure	Interacting with others in written English	Offering and justifying opinions; negotiating with and persuading others	Learning and understanding text structure
Pistilli	Student expectations and response the first time (behavior is impeding academic growth)	Interacting with others in written English	Using verbs and verb phrases	Modifying to add details (revision)
Villanueva	Student focus and motivation (focus on competitions)			
Walter	Vocabulary and grammar	Offering and justifying opinions; negotiating with and persuading others	Listening to spoken English in a range of contexts	Evaluating how well writers and speakers use language to support ideas and arguments

DSI Time (PD): During our second hour of PD each Monday, 2/3 of our teachers are given the opportunity to focus on something that is important for their work. Although some would argue that staff may squander this time if we do not specifically assign something that needs to get done, we have found that teachers are utilizing this time very well. Many teachers elect to hold their weekly team meetings during this time instead of meeting during their regular prep periods or lunches. Others have reviewed data as a team or talked about behavioral challenges they are facing. Others have planned with administration for upcoming field trips. Others have chosen to work on lesson plans or catching up on grading. Additionally, a few teachers took me up on an offer to attend a training about their mental health and how to maintain organization and preparedness while also being aware of their own mental health.

PBIS Planning:

Each week, 1/3 of our teachers and staff are not participating in DSI time. For 4 week rotations, Mr. Takeyama is meeting with our teachers to create plans for supporting students with their behavior. They are creating plans for tracking behavior and for supporting students who are not meeting expectations. Contrary to previous efforts, these plans are 100% teacher generated and led. The first team who participated in this effort was our 7th grade team. Their students yielded the lowest growth on our last iReady diagnostic and the root cause was determined to be relationships with students and disruptive behavior. The teachers selected a few behaviors they wanted to track, and each week students who earned enough points by following expectations were awarded a Fun Friday during advisory. Students who earned 100% of their possible points were given ice cream as a celebration as well. Students who did not earn enough points were asked to complete a reflection and each Monday the teachers discussed how they could support these students to earn their Fun Friday the next week.

In the first week, approximately 20 students did not earn their Fun Friday, but by the last week, there were only a few tier 3 students who were still not meeting expectations. MTSS forms were completed and our SCC team/admin are working on plans to continue to support these students. The improvement over the course of those weeks was phenomenal and a tribute to the work the team put into building relationships with their kids!

Here is what Mr. Takeyama had to say about the Classroom Management PBIS Planning PLCs:

*On February 7th, 2022 the 7th grade team started working with Mr. Takeyama in a professional learning community that worked on Classroom Management. In this PLC the team was able to articulate a problem that needed to be resolved. They also needed to create a way to combat the problem that would be considered specific, measurable, and data driven. With this the 7th grade team worked on targeting tier 1 practices, where the teachers were intentional at measuring time on task at 10 minute intervals. This support allowed for more general positive support (where points were given), along with individual support for those not on task. This allowed for an increase in appropriate behavior in class that was proven in the spreadsheets that the team was using. We also were able to see that this was an effective strategy because the team, **even after the PLC was passed from administrator facilitating to teacher facilitating, continued the efforts and still was experiencing similar levels of success.***

Parent Meetings:

Just as we have been working on our student culture, we are also working to get back to our “normal” parent engagement. Parent engagement and participation have always been a crucial part of our approach to education, and we know that this element has been lacking throughout the COVID pandemic. This semester, we have focused on providing more opportunities for parents to engage, including more feedback meetings, increased meetings with the directors, and more opportunities for support. Recently, we have had (or we are planning) three important meetings that will help support our parents to support their families:

1. **Parents as Tutors: Science:** Ms. Mousavi, our 8th grade science teacher, led a great session for parents on how to support students at home to be successful in her class. One of the wonderful things about it was that Ms. Mousavi designed her presentation to not only share strategies with parents about her class, but about science classes in general. This type of session helps prepare students and parents for future success, as well as success in their current classes.
2. **Tap Cards:** YPICS was able to get TAP cards for our students, and Ms. Sepulveda (parent coordinator) has been meeting with parents to help them get the cards and to work out transportation plans. We are also discussing the possibility of taking some of the kids on a city trip using the TAP cards for transportation, thus teaching important life skills.
3. **Culmination and Standards-Based Grading Meeting:** On March 31, we will have our 3rd meeting to support parents in preparing their children for culmination and for high school. Our meeting will be based on our culmination policy, but we will also discuss opportunities for students to improve over the next few weeks. We will be providing and opportunity to continue to prove mastery during our spring break program, and this chance will be discussed during the culmination meeting.

COVID Testing and Safety:

Over the last few months, we have moved to testing 2 times per week. During the Omicron surge, we had many more cases for both staff and students, so we decided (as an org) to increase our testing. This helped us to collect more data to help us make informed decisions about campus safety, and our cases have dropped to zero in the last few weeks. We will continue with our current practices until we can ensure that students and staff will be safe without those precautions.

Photos: So many great things going on at BCCS!



MOCA Trip



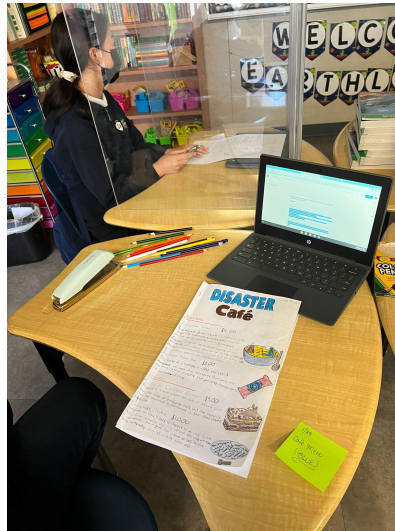
Eaton Canyon Hike (Body Image Club)



At the falls (Eaton Cyn)



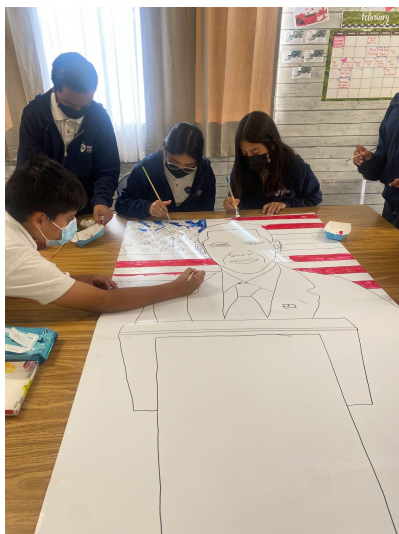
Basketball tema



PBL



Honoring local heroes at MCA



Black History Month Door Comp



Valentines Day with Leadership



Basketball fans!



Vegan Cooking Club (the Happy Cow Club)



PBL- Thermal Energy

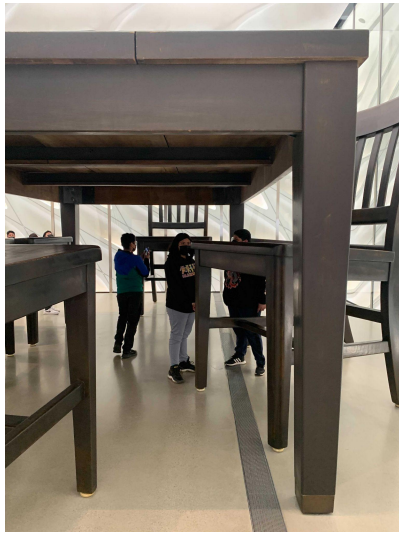


PBL- Thermal Energy



Makeup and Special Effects Club





LACMA



Eaton Cyn Hike (Dr. Myers and Lily)



Eaton Cyn Hike



Twin day



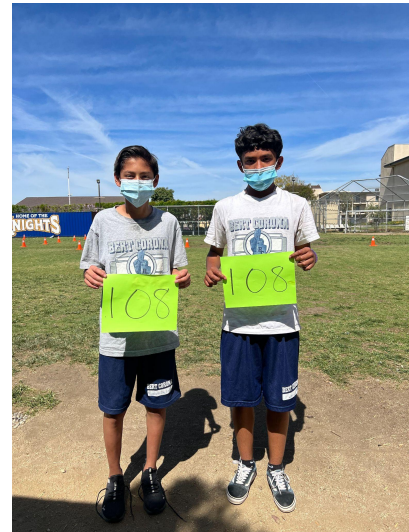
Twin day



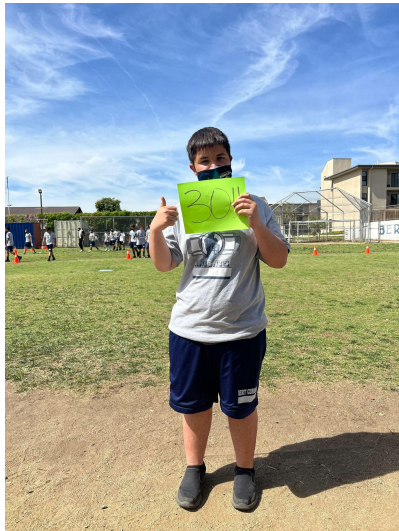
Basketball playoffs- team and fans



5th Grade Visits LACMA



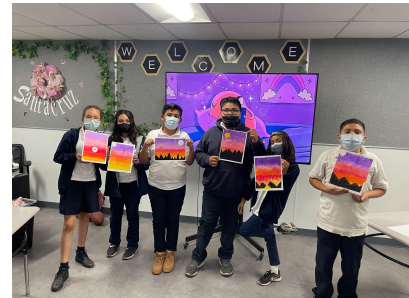
New school records in PE!



New PR for Ismael



Plays in 7th Grade ELA



Art Club



National Toast Day

Coversheet

Monseñor Oscar Romero Executive Administrator Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: MORCS Executive Update 3_28_2022 - Google Docs.pdf

MORCS Executive Administrator Board Report

3.28.22



I. Academic Update

Overall Academic Goals & Progress 2021-2022

	Historical Data		Current Data		2021-22 Goals
	2019-20	2020-21	Fall 2021	Spring 2022	2021-22
Math (% at or above grade level)	19%	24%	6%	11%	30%
Math (Median Growth)	107%	100%	---	73%	125%
Reading/ELA (% at or above grade level)	25%	24%	13%	18%	30%
ELA (Median Growth)	109%	137%	---	94%	125%
EL Progress	52.8%	---	---	---	60%
Reclassification	4.4%	3.8%	---	---	15%

Growth for EL / SPED students

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math	Reading
6th Grade	69%	132%
7th Grade	96%	141%
8th Grade	133%	94%
All EL Students	99%	122%

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math	Reading
6th Grade	66%	116%
7th Grade	38%	233%
8th Grade	58%	111%
All Resource Students	54%	153%

State Testing Dates (CAASPP/SBAC)

April 19th - 29th, 2022

iReady Testing Dates

May 23rd - June 3rd, 2022

II. ELOP and Summer School Update

ELOP Update

MORCS is using ELOP funds to support students via the following initiatives:

Currently implementing	To be implemented before end-of-year
Academic Tutoring - Ms. Liechti, Ms. Villalobos, Ms. Mencer, Mr. Garcia Saturday School - Ms. Brown Anime Club -Ms. Harry Drama Club - Mr. Rosenberg Mindfulness through Art Club - Ms. Villalobos Book Club - Ms. Reiland Boys and Girls Basketball - Mr. Hicks, Ms. Carrillo Boys Soccer - Mr. Zepeda, Mr. Vazquez	Art Club - Mr. Perez Health and Fitness Club - Mr. Duran

Note: We also host Coding Club with Mr. Sarabia, but this is paid for through the School to Home grant

Summer School Update

We are currently starting to plan summer school and activities. These will likely include ELA and Math enrichment for students, sports and art activities, as well as film class.

III. School Advisory Council Update

There was no School Advisory Council in March. Next meeting is scheduled for April 20, 2022 (after spring break). One of our elected students and one of our elected parents transferred out of MORCS, and we are finalizing re-elections for these team members.

IV. LAUSD Annual Oversight Visit 2022 Update

The LAUSD Annual Oversight Visit for MORCS this year is scheduled for May 18th, 2022 and May 20th, 2022. Each are half days, on one day they will visit on site, on another day they will meet with us online. Our academic focus areas for the school year are: Exemplars, Checks for Understanding, and Assessments.

V. Sports and Enrichment Updates

MORCS is proud to have hosted our first season of basketball in the new gym! **Boys and girls basketball teams** played hard this year. The boys made it as far as the second round of the playoffs:





The **MORCS Soccer Team** is practicing and getting ready to start their season. In partnership with Think Together and Adidas we were able to get free cleats for all of our athletes!!



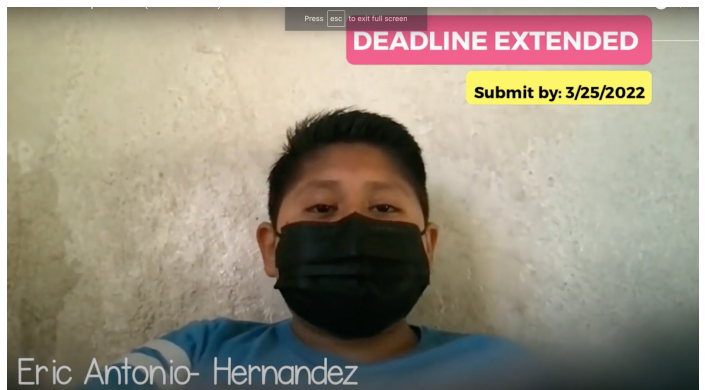


The **MORCS film class**, in partnership with the Youth Cinema Project and Latino Film Institute has begun filming 2 productions: *Kambio's Curse* and *Against All Odds I'm Yours*. These scripts were written by students, with students acting, filming, editing, and essentially taking lead in all aspects of the production. At the end of the year, the films will premiere at a film festival in Hollywood.





MORCS Student Leadership Team has produced its first episode of MORCS TV and is working on the second episode! Episode 1 includes an interview with a teacher (Mr. Sarabia), video footage from MORCS basketball games, a tech tutorial, and announcements. MORCS TV Episode 1 is linked here: <https://www.youtube.com/watch?v=ssut4JhqYWo>





MORCS TV Crew

Jerry Ramos (Manager)

Eric Antonio- Hernandez

Jonathan Hernandez

Miguel Moya

Jonathan Vicente

Ms. Liechti (Leadership Sponsor)

Coversheet

Bert Corona Charter High School Executive Administrator Report

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: Board Report 3_28_22.pdf



Larry Simonsen
Executive Administrator
Bert Corona Charter HS

Board Report for March 28, 2022

Academics

The primary academics discussion and initiative at BCCHS since the start of second semester has been focused on A-G course grades. The UC/CSU qualifying GPA thresholds of 3.0 and 2.5, respectively, have not been reached by more than 50% of any one 11th grade cohort in the 7 years since the school was opened. The historic qualification rates for our school, reported as a percentage of student cohorts that have qualified for either or both UC/CSU admission at the end of 11th grade, are as follows:

Class of 2018 - 9 of 18 students: 50%
Class of 2019 - 23 of 58 students: 40%
Class of 2020 - 37 of 84 students: 44%
Class of 2021 - 23 of 58 students: 40%
Class of 2022 - 16 of 35 students: 48%

The recent approval of the YPICS Board to remove F grades entirely from the high school grading system will encourage students to keep trying when they do not achieve a passing grade at the end of a semester, instead of discouraging them from even attempting the course again as they watch their GPAs plummet from the mathematical destruction done by an F (0 GPA points).

I believe it is imperative that YPICS revisit the practice of K-12 grading with all of its teaching team, as it is apparent from our data that students continue to be graded based on work completion and effort rather than a calibrated assessment of mastery of skill and knowledge. Freshmen and sophomores who do not pass A-G courses will be re-enrolled in those courses with our teachers. Juniors and seniors who do not pass A-G courses will be enrolled in credit recovery online courses through Edgenuity, a less rigorous course option.

That said, for the first time since the Fall of 2017, when our first cohort of Juniors applied to colleges, the cumulative GPA distribution of the current 11th grade cohort has surpassed 50% qualification for UC/CSU admission. Provided they continue to perform as well or better than their historic grades indicate, the class of 2023 is on pace to see a mathematical majority of its cohort qualify for either or both UC/CSU admissions.

Class of 2023 - 30 of 51 students: 59%

The breakdown is as follows, and is contingent upon equal or better performance in the current semester:



Class of 2023 UC/CSU Qualifying GPA Distribution as of March 27, 2022

GPA

Last Name	First Name	Middle Initial	Student#	Grade	Rolling Cum GPA	Term 6			
		D	22449	11	3.94				
			12514	11	3.82				
		A	22616	11	3.73		UC and CSU Qualifying		
			13044	11	3.7		19		
		C	22450	11	3.57				
		H	22448	11	3.56				
		M	12997	11	3.50				
		E	22440	11	3.49				
		A	13067	11	3.40				
			22461	11	3.39				
			22460	11	3.37				
		M	22453	11	3.36				
		M	12702	11	3.35				
			13017	11	3.25				
		D	13020	11	3.19				
		J	13066	11	3.19				
		I	9000	11	3.12				
		R	13028	11	3.02				
		R	13015	11	3.01				
			13065	11	2.91				
		A	13075	11	2.87		CSU Qualifying		
		E	8982	11	2.82		11		
			13032	11	2.81				
			12998	11	2.79				
		D	90117	11	2.79				
			22446	11	2.78				
		A	13007	11	2.77				
			13041	11	2.74				
			13005	11	2.63				
		S	22612	11	2.53				
		A	12995	11	2.40				
			13033	11	2.35		Non-Qualifying		
		J	22447	11	2.34		21		
		M	12501	11	2.22				
		A	22636	11	2.11				
		G	13063	11	1.79				
			13026	11	1.68				
		M	13078	11	1.68				
		D	22444	11	1.63				
			22451	11	1.55				
		V	90276	11	1.5				
		R	8995	11	1.39				
		J	13021	11	1.34				
		A	22595	11	1.33				
			22443	11	1.33				
		B	13077	11	1.31				
		E	13060	11	1.24				
			22452	11	1.06				
			22441	11	0.92				
		D	22683	11	0.55				
		E	22617	11	0.31				



Due to the now SAT-Optional nature of college admissions in California, the opportunity for our students to avail themselves of AP coursework takes on an increased level of urgency. The 2020-2021 and 2021-2022 school year were tough for our AP program given the rigorous nature of AP curriculum and the compromised access to support from instructors. In June of 2021, we also lost the instructor of our most successful AP course, AP Spanish. However, she has returned, and an additional instructor has been formally trained to add AP US Government to our AP roster. If all goes well, our 2022-2023 AP course offerings should look as follows:

- AP Biology
- AP Environmental Science
- AP English Literature
- AP Spanish
- AP US Government

Access and opportunity to take these courses is considered a metric of socially just and equitable high school education by almost every local, state and national group tracking high school rankings, so it is good news that we will be able to offer them, in addition to the college courses we offer through continued partnership with Los Angeles Mission College.

Operations

Proposition 39 agreements have been signed by both site and host principals for the 2022-2023 school year. The host principal has determined a path forward by which BCCHS may share space in rooms 39 and 44 for the entire day. This means we will not have to ask any teacher to roam next year, even as we grow our staff team.

Recruitment for the 2022-2023 school year is bringing in students not only for next year, but for this year as well. Three new students have started at BCCHS in the past couple of weeks. The current enrollment tracker shows current and anticipated high school enrollment as follows:

Bert Corona High School									
2022-23 Enrollment Tracking									
	2021-22				2022-23				
	Previous year Enrollment	New Student	New Student Schola	Returning Student	Retained	Total	Class Size	Independent Study (Long Term Only)	Retention Rate
8th grade (from BCCS)	114								
9th grade	56	9		11		20			9.65%
10th grade	57			56		56			100.00%
11th grade	51	1		57		58			100.00%
12th grade	29			51		51			100.00%
5th Year	10					0			
Total	203	10	0	175	0	185		0	
Date Updated	2/22/2022			28	Growth	-18			
				Date Updated		2/28/2022			

Although the incoming 9th grade class of 2023 is currently at 20 total students, many 9th grade families finalize their enrollment paperwork in the months of June and July. We anticipate that this incoming cohort will reflect a population similar to that of the other three cohorts, and that our overall enrollment will add between 15 and 25 students overall, compared to the 2021-2022 school year.



College Acceptance and Matriculation

B	C	D	H	I	J	K	L
Rank	Last Name	First Name	Cumulative GPA	CSU	UC	Privates	Community College
1			3.91	CSULA, CSUN, CSUCI, and CSLB	UCI, UCLA(Waitlisted), UCSB, UCR		
2			3.61	CSUN, CSUCI, CSUSB, CSULB	UCLA, UCD(Waitlisted), UCI, UCSD		
3			3.59	CSUPomona, CSUN, CSUSM, CSUEB	UCI, UCLA, UCR, UCSB		
4			3.53	CSUB, CSUCI, CSUEB, CSULA	UCR, UCM, UCSB, UCI		
5			3.48	CSUB, CSUCI, CSUSB, CSULA	UCR, UCM, UCSB, UCI		
6			3.44	CSUPomona, CSUF, CSULA	UCLA, UCSD, UCSB, UCR		
7			3.3	CSUB, SFSU, CSUN, CSUEB	UCR, UCM, UCSB, UCI		
8			3.19	CSUN, CSULA, CSULB, CSUCI	UCR, UCSB, UCM, UCI		
9			3.03	CSUN, CSULA, CSULB, CSUCI	UCR, UCSB, UCM, UCI		
9			3.03	CSUN, CSUB, CSUCI, CSUDH			
11			3	CSULA, CSUSM, CSUCI, CSUN			
12			2.91	CSUN, CSULA, CSULB, CSUCI			
13			2.85	CSUSac, CSUN, SFSU, CSUStan.			
14			2.79	CSUCI, CSULB, CSUN, CSULA			
15			2.65	CC			
17			2.57	CC			
16			2.486	CC			
18			2.37	CC			
19			2.3	CC			
20			2.28	CC			
21			2.26	CC			
25			2	CC			
27			1.9	CC			
31			1.52	CC			
34			1.09	CC			

Green = Accepted
 Black = Not accepted / have not confirmed
 Blue = qualified but didn't apply

Most seniors of the Class of 2022 have applied to the schools for which they qualified, and have begun to hear from admissions offices. UC Riverside and UC Merced have offered admission to all of our students who applied. We are waiting on UC Irvine and UC Santa Barbara. UCLA and UC Davis have waitlisted our students. All CSU campuses with the exception of Long Beach and Pamona have responded, and our students have been admitted almost universally. The challenge now, with FAFSA offers in hand, will be to help our students and their families develop a plan for matriculation. This has been the defining challenge of our organization: not admissions, but commitment and matriculation. We are excited to see who will take the courageous step to accept the opportunities BCCHS graduates have now been afforded, and are eager to help with overcoming obstacles. The hard work of qualification, application, and acceptance are done. The harder work, that of making a plan to successfully overcome fear and imposter syndrome, still remains.



Climate and Culture

Students at BCCHS are beginning to return to normal, pre-shutdown expectations of opportunities for sports and clubs. Students have participated in soccer, basketball, and volleyball this year, and are asking for softball and cheer to be added to the 2022-2023 school year. They have also supported and participated in an E-Sports Team, a cooking club, and a yearbook class. These are all good signs of a regrowth of student culture.

On a much more solemn yet immeasurably significant note, this week, one of our students was involved in an altercation off campus in which he sustained life-threatening injuries. Instead of calling 911 or reaching out for help from those who were near him, he made his way to campus and shouted to our PE teacher (on the Maclay field at the time) for help. The quick response of that teacher, followed immediately by our admin team, saved his life. Emergency personnel were on site within minutes.

It is striking that of all of the courses of action our student could have taken, he chose to come to campus to get help. He felt that this choice was his best option.

We as a community have trudged through the heavy and contentious conversation of student motivation, engagement, and responsibility this year. Voices new and old have lamented, sometimes with undisguised judgemental language, our students' "lack of motivation," "apathy," "disrespect," and "unwillingness to engage" in school. While opinions on this issue are disparate and unrelenting, one thing has been almost universally true: our students keep coming to school, daily.

While academic success is contingent upon many variables, the very act of coming to school daily reveals a level of faith in our team, from our students, that cannot be overestimated. ***Our injured student, in danger of dying from blood loss, chose our school as the best place to seek life-saving help.*** Whatever his academic progress may have been (and it has been very poor), he believed that the adults on our campus cared enough about him to be there for him when he needed someone at a critical moment.

This experience has reinforced a truth which our team is perennially in danger of minimizing or losing, especially in our context: the reality that no matter how lacking their academic efforts may be, or how seemingly reprehensible their character may appear, our students need our school to be a place of unconditional acceptance, support, encouragement, and hope. We cannot ever give our students the impression that we are "over" them, or "done" with them, because we are frustrated with their academic or social behavior. Our students' faith in our community of professionals is uncomfortably vital. Their vulnerabilities are overwhelming. They are vulnerable to injustice, racism, violence, and ultimately to becoming locked into the bottom of the financial caste system that the American capitalist experiment has become. Education is supposed to be the developing shield that promises long-term success and safety, and in the lives of our students, that burden is 100% on us. **I believe YPICS needs to confront the damage done by cultural bias and judgment that both intentionally and unintentionally finds its way into our schools' cultures.** Instead of blaming our students and their families for their lack of success and character rough edges, we need to recommit to systems of pedagogy and students support that will help them find a way to grow.



Staffing

BCCHS is about to experience a significant reconstitution of its team. The following are the changes in store for the 2022-2023 school year:

Name	Position Vacating	Rationale	Listing Position
Susan Castrellon	Coordinator of Operations	Leaving to become LSC Staff	No; internal fill
Isis Guzman	Program Coordinator	Becoming Coordinator of Operations	No; internal fill
Diana Galeana	BII, Special Education	Becoming Program Coordinator	Yes
Saul Razo	BII, Special Education	Leaving; Moving Cities	Yes
Nestor Garcia	Math Teacher	Becoming Coordinator of Instruction	Yes
Maria Castañeda	Special Education Teacher	Leaving; Moving Cities	Yes
Kristina Pentz	Special Education Teacher	Leaving; Considering Career Change	Yes
Annika Stenfjord	English Teacher	Leaving; Has mentioned working at a traditional high school	Yes
Liz Gonzalez	College/Career Teacher	Becoming Climate and Culture Manager	No; previous position is closing permanently
Dr. Catalino Marambio	Chemistry/Physic Teacher	Leaving; Moving Cities	Yes
NA	ESL Instructor (current opening for 2022-2023)	NA	Yes

Although there is some internal movement, BCCHS will be adding 8 new people to a team of 24 overall members. This is a 33% change in one year. In addition, several of the people on this list are leaders who have been guiding the climate and culture of our school since its first or second year of operation, and their loss will have an impact that needs to be addressed proactively. In response to this imminent shift, a number of the continuing team members are going to participate in a leadership retreat to align purpose and approach to continuing the vision and mission of BCCHS given such a significant change in staffing.

Coversheet

Chief Operation Officer's Report

Section: III. Items Scheduled for Information
Item: F. Chief Operation Officer's Report
Purpose: FYI
Submitted by:
Related Material: COO Report 3-28-22.pdf



**Chief Operations Officer Report
March 28, 2022**

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

COVID-19 Response

COVID-19 Quarantine Data

The COVID-19 Omicron Variant had a dramatic impact on our schools. Almost 3 times the number of students were quarantined from January 1 to March 11, 2022 than from August 14 to December 31, 2021. Nearly 5 times more staff were quarantined during the same time periods. March 12 to March 18 was the first week that our schools recorded zero positive cases.

Testing Dates	Students Quarantined	Students Quarantined	Positive w/ Other Provider
<i>August 14 to December 31</i>	<i>91</i>	<i>10</i>	<i>7</i>
<i>January 1 to March 11</i>	<i>257</i>	<i>48</i>	<i>83</i>
<i>March 12 to March 18</i>	<i>0</i>	<i>0</i>	<i>0</i>

Funding for COVID-19 Testing

Last week, Congress passed a massive government funding bill, but cut out \$15.6 billion in Covid response money. Much of the Biden administration’s plan for the next phase of the pandemic was based on the assumption that Congress would be giving it billions for treatments, vaccines and testing. It is very possible that if Congress does not pass additional funding, schools will have to either:

1. stop testing uninsured staff and students,
2. charge uninsured students and staff for COVID-19 testing, or
3. directly pay for uninsured students and staff for COVID-19 testing.

Insurance companies are still required to pay for COVID testing.

We must ensure a safe school campus for all students and staff by:

1. Monitoring congressional actions on COVID response funding.
2. Identify and implement the best way to collect insurance information from students and staff.
3. Analyze cost of twice a week testing based on insurance information.
4. Determine if twice a week testing is necessary.
5. Allocate LACOE funding as necessary.

Facilities

Staff is exploring opportunities for construction of BCCHS and BCCS permanent facilities in Pacoima. After searching the area, three properties have sufficient size that could support a school campus. Option 1 is a preferred location because it is next to the middle school campus. Option 2 is closer to middle school than property 3 and is the largest property. Options 1 and 2 are not on the market. Option 3 is across the street from the current HS location and is on the market for \$2.6 million dollars.

Properties of Interest					
Option	Property	Address	Current Use	Preference	Details
1	property 1a	12925 Branford St, Arleta, CA 91331	Church	1	Off market
	property 1b	9455 Laurel Canyon Blvd, Arleta, CA 91331	Tire shop		
	property 1c	9473 Laurel Canyon Blvd, Pacoima, CA 91331	House		
2	property 2a	12312 Osborne Pl, Pacoima, CA 91331	Church	2	Off market
	property 2b	12342 Osborne Pl, Pacoima, CA 91331	vacant lot		
3	property 3	11070 Borden Ave, Pacoima, CA 91331	Vacant lot	3	On market

Community Schools Planning Grant

The California Community Schools Partnership Program (CCSPP) supports schools’ efforts to partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Family and community engagement;
- Collaborative leadership and practices for educators and administrators; and
- Extended learning time and opportunities.

The CCSPP Planning Grants are for local educational agencies (LEAs) with no existing community schools. The grant awards are up to \$200,000 and can be used for up to two-years.

Summary

- Each school will apply as an LEA for a \$200,000 grant for 1 year
- The ultimate intent is to apply for the CCSPP Implementation Grant for each school to implement a community school program. The implementation grant awards are up to \$500,000 annually.

Budget

Staff (COO and Executive Administrators) is working with ExEd to build school site budgets for the 22-23 school year using current fiscal assumptions. The team is working to ensure that staffing at the schools address the needs of students and balances responsibilities and work loads for staff. This includes staffing each school with a full administrative team, counseling positions, and teachers that can focus on improving reading, and English language acquisition. The team is also exploring a 5% across the board increase in salaries and pay rates to continue to remain as competitive as possible in a challenging environment for education.

Coversheet

Executive Director's Report

Section: III. Items Scheduled for Information
Item: G. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: BED Overview (1) (1).pdf
ED Report March 2022 Final.pdf
LA RTM info session (1).pdf

EducationBoardPartners

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BOARD EFFECTIVENESS DIAGNOSTIC OVERVIEW

Since launching Education Board Partners, board after board has asked “What do highly effective charter school boards DO?” We did a lot of research on boards and charter schools across the country and developed the *Standards for Effective Charter School Board Governance* from our findings and experience. The **Board Effectiveness Diagnostic** (BED) helps charter, autonomous school, and education nonprofit boards diagnose their practices in relation to these standards.



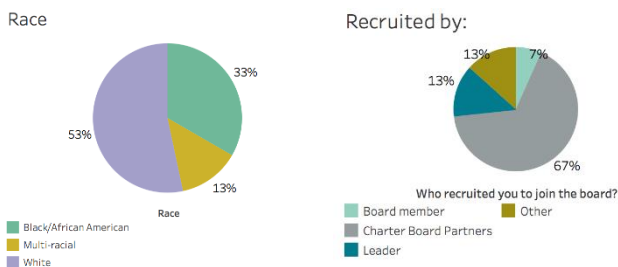
The BED process includes:

- **Self-assessment survey** of all board members and the organization’s leader (e.g., CEO, Head of School)
- **Interviews** of a subset of board members, including the board chair, and the organization’s leader
- **Analysis** of relevant board documents, as needed

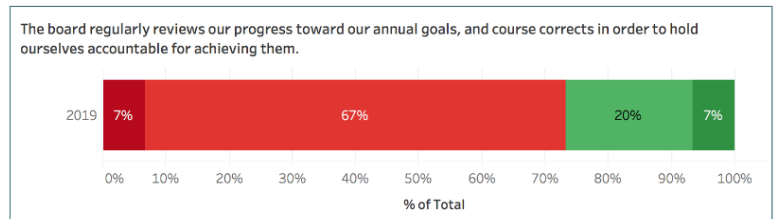
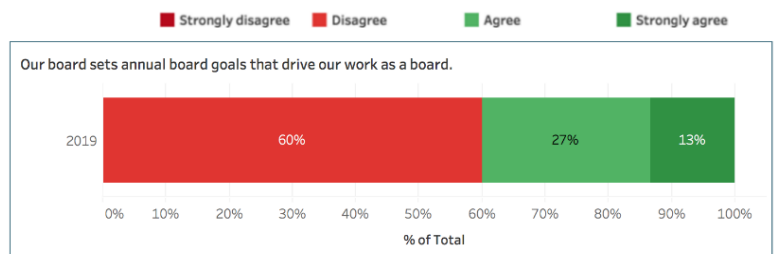
Upon completion of the BED, Education Board Partners will provide an **aggregate report** of survey results, a list of the board’s **strengths** and **ways the board can improve**, and **recommendations** for ongoing support.

AGGREGATE REPORT

The aggregate report shows board demographics and a summary of responses to questions about the board’s current state, strengths, and challenges.



Do you have more than five years of experience in the following areas?



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SAMPLE SURVEY QUESTIONS

Board members anonymously respond to survey questions in which they indicate the extent to which they agree with a statement about the board on a four-point scale. Each statement is a best practice aligned with one of the *Standards for Effective Charter School Board Governance*.

Focus Relentlessly on Student Achievement

- I know how our school defines and measures academic outcomes for students.
- I understand how our school's performance compares to that of other public schools in our city/state.

Ensure Exceptional Leadership

- The board monitors the CEO/ED's progress towards her goals at least quarterly.
- Our CEO evaluation process is comprehensive, professional, and useful to both the board and the CEO.

Commit to Exemplary Governance

- This board prioritizes diversity, equity, and inclusiveness in our work.
- I have a clear understanding of my responsibilities and what is expected of me as a board member.
- Our board meetings are well-run and focused on strategic issues.

Act Strategically

- The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it.
- The board spends its time and energy on governance and oversight, not involving itself in the management of the organization.

Raise and Use Resources Wisely

- I review a dashboard at least quarterly that shows actuals vs budget for expenses and revenues.
- Our board has a full set of financial policies and procedures that protect the organization's long-term sustainability.

Maintain Legal and Regulatory Compliance

- Our board proactively addresses compliance issues.
- The board reviews all school policies annually (e.g. policies governing safety, discipline, student and personnel conduct, finances, ethics, board and school operations).



EXECUTIVE DIRECTOR'S REPORT

March 28, 2022

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.

National:

From School Services of California

“President Biden Signs Third Continuing Resolution of Fiscal Year 2022”

posted February 28, 2022

On Friday, February 18, 2022, President Joe Biden signed yet another continuing resolution (CR) to keep the federal government funded at fiscal year (FY) 2021 levels and thwart a government shutdown. This is the third CR that the President has signed since the federal FY began on October 1, 2021. This latest CR keeps the federal government funded at FY 2021 levels through Friday, March 11, 2022. This means that if Congress is unable to approve the 12 appropriations bills that comprise the federal budget by that date, then it will need to send yet another CR to President Biden in order to avoid a government shutdown. Both chambers of Congress have indicated that they are making significant progress on budget negotiations and are optimistic that they will have a federal budget ready for President Biden to sign by the March 11 deadline.

State:

2022 California COVID Supplemental Paid Sick Leave

On February 9, 2022, Governor Newsom signed SB 114 creating a new 2022 California COVID Supplemental Paid Sick Leave (2022 SPSL) which will be effective February 19, 2022, and is retroactive from January 1, 2022, and will end on September 30, 2022. Fortunately, YPICS has already provided COVID Supplemental Paid Sick Leave to all our employees. We actually haven't stopped providing this coverage to our employees since the pandemic began to ensure the health and safety of our students and staff. The YPICS Board of Directors approved a COVID-19

Discretionary Paid Sick Leave Policy (DPSL) to affirm this commitment to our staff during the December 6, 2022 meeting.

From School Services of California

“Top Legislative Issues for 2022”

posted February 18, 2022

Charter Schools

[Assembly Bill \(AB\) 1652](#) (Medina, D-Riverside)—County Boards of Education: Members: Charter School Employees. This bill would make any charter school employee or executive director of a charter school ineligible to be a member of the county board of education in the county where their employing school is located.

Early Childhood Education

[AB 1973](#) (McCarty, D-Sacramento)—Transitional Kindergarten (TK) and Kindergarten Programs, Minimum School Day. As introduced on February 10, 2022, AB 1973 would require LEAs to operate kindergarten programs, including TK programs, for at least the minimum school day provided for grades 1-3, inclusive, beginning in the 2025-26 school year. AB 1973 would essentially require TK and kindergarten programs to be full school day programs in the school year the state achieves universal TK.

Employees

[AB 1877](#) (Fong, R-Bakersfield)—State Teachers’ Retirement: Retirees. This bill would exempt from the California State Teachers’ Retirement System postretirement compensation limit, the compensation of a retired member who has returned to work to fulfill a critical need in special education.

Governance and District Operations

[AB 1838](#) (Bauer-Kahan, D-Orinda)—Parental Notices: Primary Language Translations. Under current law, if 15% or more of the pupils enrolled in a public school speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil must be written in English and the primary language and authorizes the parent or guardian to respond either in English or the primary language.

AB 1838 expands on current law by requiring public schools, charter schools, and school districts to provide these documents in the parent/guardian’s primary language other than English, if it is:

- One of the two most commonly spoken languages other than English at that pupil’s school
- Is a language that is spoken by 15% or more at a pupil’s individual school
- Is a language spoken by 15% or more of the residents of any county that the school/school district reside in

Local Control Funding Formula

[AB 1607](#) (Muratsuchi, D-Torrance)—Education Finance: Local Control Funding Formula. This is an urgency bill that would, beginning with the 2022-23 fiscal year, shift to using a three-year rolling average (current fiscal year and previous two fiscal years) for purposes of average daily attendance (ADA) under the Local Control Funding Formula (LCFF), in place of the current methodology which relies on current- or prior-year ADA.

[AB 1609](#) (Muratsuchi)—Education Finance: Local Control Funding Formula. This is an urgency bill that would, for the 2022-23 fiscal year, require the California Department of Education to use the greater of the 2019-20, 2020-21, 2021-22, or 2022-23 fiscal year ADA for purposes of apportionments under the LCFF.

[Senate Bill \(SB\) 579](#) (Allen, D-Santa Monica)—Education Finance: Local Control Funding Formula. This bill would require apportionments under the LCFF to be calculated based on the greater of an LEA’s 2019-20 or 2021-22 ADA for the 2021-22 fiscal year and the greater of an LEA’s 2019-20, 2021-22, or 2022-23 ADA for the 2022-23 fiscal year.

[SB 830](#) (Portantino, D-La Cañada Flintridge)—Education Finance: Supplemental Education Funding. This bill would establish a process for school districts and county offices of education (COEs) to apply for “supplemental education funding” using “average daily membership” data. The amount of supplemental education funding available to an LEA would be the difference between what the LCFF would generate using average daily membership minus what the LEA receives using ADA. In order to be eligible for the supplemental funds, an LEA must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year. LEAs would also be required to use at least 50% of the supplemental funds to supplement existing LEA expenditures to address chronic absenteeism and habitual truancy (see “[SB 830 Would Provide Enrollment-Based Funding](#)” in the January 2022 Fiscal Report for more details on this bill).

SSC Comment: AB 1607, AB 1609, and SB 579 would make changes to current LCFF statute by looking to provide LEAs a “soft landing” for the imminent ADA cliff in 2022-23. These bills will likely be included in budget conversations with the Newsom Administration (see “[Confirmation of Governor’s ADA Proposal](#)” in the February 2022 Fiscal Report) as the Governor and Legislature negotiate the most effective way to protect LEAs fiscally in 2022-23. It is important to note that SB 830 would not make any changes to the existing LCFF formula, but rather would create supplemental funding based on the difference of an LEA’s ADA and enrollment.

District:

LADPH Public Health Guidelines: The following statement was posted by LADPH on February 28, 2022. Indoor masking will no longer be mandatory at California schools and childcare facilities after March 11.

[“Public Health Statement on Updated Health Guidance from the State”](#)

posted February 28, 2022

We appreciate the continued leadership from the state as they adjust masking guidance to reflect the improving conditions across many communities. LA County Public Health will align school masking measures with the state and shift to strongly recommending indoor masking requirements at childcare sites and K-12 schools beginning March 12. School districts may continue to require masking at schools and during school activities and are encouraged to consult with teachers, staff, parents and students as they consider the appropriate safety protections for their school community, recognizing that many individuals may want to continue additional protections. We will review any additional state guidance changes and provide an update on additional modifications to LA County safety measures during tomorrow's Board of Supervisors meeting.

COVID-19 positivity rates continue to decline across all YPI Charter Schools (YPICS). YPICS strive to maintain a safe and healthy learning environment by implementing health and safety protocols per state and local health guidelines including promoting social distancing and hygiene, encouraging handwashing and sound hygiene practices, disinfecting and cleaning the campuses, using personal protection equipment (PPE), and conducting twice-weekly COVID-19 screening testing for both staff and students. The COVID-19 testing is provided at no cost to staff and students. All staff and students who access school facilities are required to undergo testing at least once per week.

YCPS:

Board Chair Keipp and Board Vice-Chair, both attended the Charter School Conference with the ED, COO, and EAs from BCCS, BCHS, and MORCs during the week of March 14-17th. Everyone selected sessions and workshops to increase current capacities in all roles represented within the group.

YPICS is also looking ahead to grow the board as we look toward sustainability in partnership with Exed and Charter Board Partners. Attached is a packet from the Charter Board Orientation “Growing and Training” new board members. The future is bright for YPICS and there are several exciting new thinking and development regarding how to sustain the organization in the years to come.

Use of ELO-P Funds

The YPICS Board of Directors approved ELO-P plans for the YPI Charter schools. The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded learning opportunity programs shall include all the following:

- On school days and days on which school is taught for the purpose of meeting the 175-instructional-day offering, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day

The following are components of the ELO-P plan.

1. **Safe and Supportive Environment:** Provide opportunities for students to experience a safe and supportive environment.
2. **Active and Engaged Learning:** Provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.
3. **Skill Building:** Ensure opportunities for students to experience skill building.
4. **Youth Voice and Leadership:** Create quality programs that promote a sense of purpose and individual empowerment.
5. **Healthy Choices and Behaviors:** Providing opportunities, support, and encouragement to all students to be physically active on a regular basis.
6. **Diversity, Access, and Equity:** Ensure programs, events, and learning experiences provided by the school offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants.
7. **Quality Staff:** Assist in the selection, scheduling, and evaluation of staff.
8. **Clear Vision, Mission, and Purpose:** Provide leadership and assistance to enrich the school's vision through planning, implementing, and improving Early Learning and Expanded Learning Programs.
9. **Collaborative Partnerships:** Plan, develop, and implement training programs for new and existing programs among school staff and external partners.
10. **Continuous Quality Improvement:** Coordinate effective use of curriculum materials, instructional supplies, equipment, building facilities and school grounds.

[LCAP Update](#)

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022. The LCAP Update was presented to the board during the February 28, 2022 board meeting.

Building Board Capacity



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Welcome



Program Overview

- Help public charter schools find new board members who bring relevant skills, deep expertise, leadership experience, and diversity
- Train new and current board members in how to be effective
- Help charter school boards govern more effectively, provide strategic oversight, focusing on equity and improving student outcomes

Recruit

Identify cadre of talented, passionate individuals from diverse backgrounds interested in contributing their time and talents to a public charter school

Train

Train candidates in the best practices of exemplary governance and give them an understanding of public education and charter schools in Los Angeles

Match

Match candidates to boards based on mutual interest, needs of the board and goals of the school, and fit

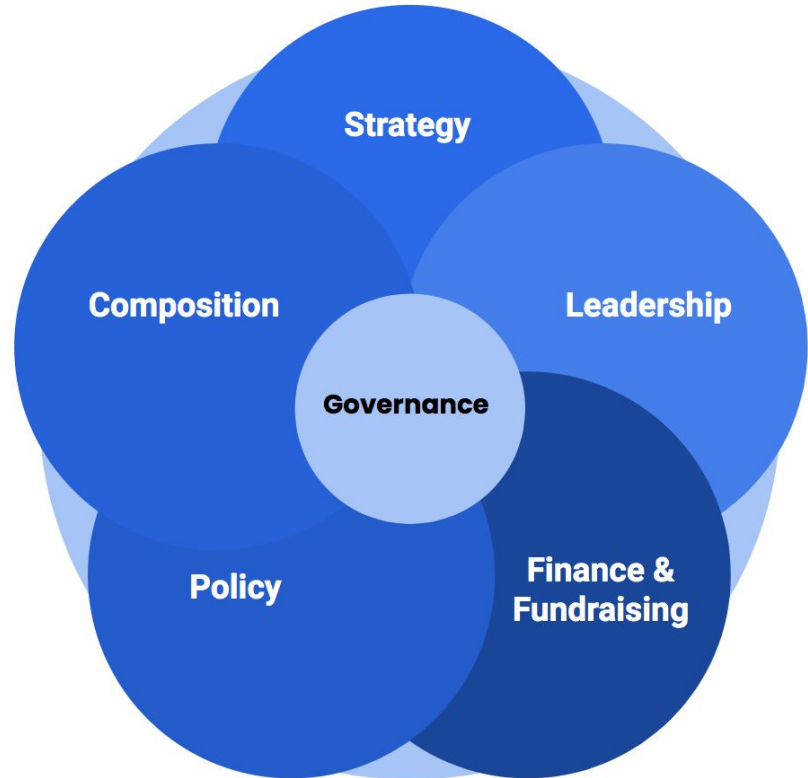
Why We Do This Work

To help public charter schools and CMOs in the Los Angeles metro area benefit from stronger, more engaged boards, by:

1. Sharing an easy to read report that provides information on your board composition and recruiting needs, as well as board strengths and challenges.
2. Matching you with new talent for your board that can help you achieve your goals.
3. Bringing you together in a cohort setting to discuss common challenges and generate ideas and action steps to address them.

Why This is so Important

- Charter Schools have boards.
- Boards can influence **Structures, Policies, Practices & Values, Norms**
- Diverse skills, perspectives, and lived experiences bring stronger solutions to problems



Project Steps

Recruit a diverse, robust pool of board candidates based on what our cohort boards need

Build relationships with local organizations who can connect us with great candidates

- Conduct direct outreach via LinkedIn and hosting info sessions
- Collect helpful, thoughtful information on candidates through our Candidate Application

Train the candidates on how to be a great charter school board members from Day 1

Match candidates strategically to boards who desire the skills, backgrounds, and perspectives that they provide

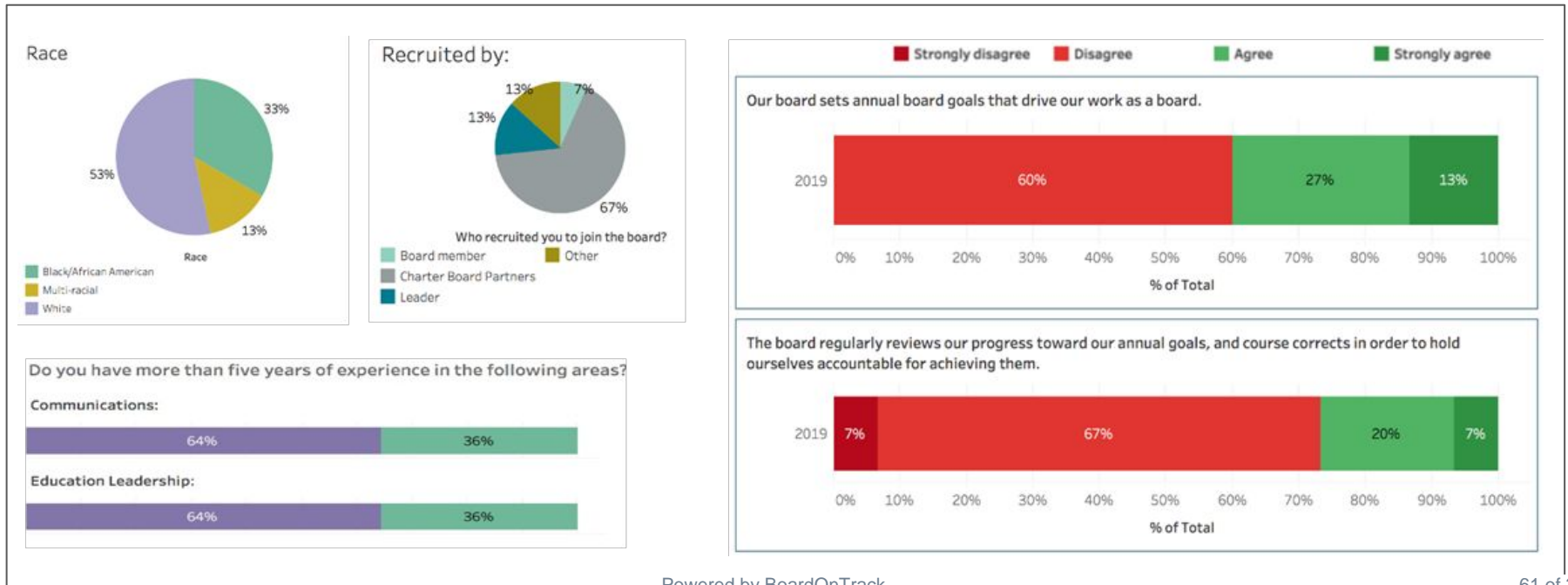
Board Effectiveness Diagnostic (BED)

The BED helps boards diagnose their practices in relation to EBP's *Standards for Effective Charter School Board Governance*. All board members and the school leader complete the survey. EBP will discuss the findings with each school, in addition to their recruitment needs..



BED Aggregate Report

The aggregate report shows board demographics and a summary of responses to questions about the board's current state, strengths, and challenges.



Key Dates to Note

April 1	Deadline for schools to apply
April 15	Deadline for BED survey completion
April 25-29	Window for meeting with EBP to discuss BED report and recruitment needs
May 5	Board training on interview & selection
May 12	Board training on onboarding
June 3	Governance Academy
May 2 - June 30	Candidates are matched to boards

Expectations: Board & School Leader

Be an Active Partner

- Provide information about the current board, including all board members taking Board Effectiveness Diagnostic survey, sharing board rosters, completing the school/board profile, sharing additional relevant board documents as requested by EBP (e.g., bylaws, board member agreements).
- Participate in trainings and networking events.
- Transparent communication among board members, the school leader, and EBP.
- Timely response to communications with EBP and board candidates, according to agreed-upon timelines and deadlines.
- Pursuit of highly effective governance that leads to school excellence.

What To Expect from EBP

- Consistent communication
- Timely responses to questions
- Best fit matches of candidates
- Tools, templates and support for streamlined processes

Next Steps

- 1. Let us know if you would like to apply by April 1**
2. You will then sign an agreement about expectations
3. We will invoice you \$1500
4. You will share your board members' email addresses
5. We will launch a survey with your board (we aim for 100% participation)
6. We will share the report with you and align on your recruiting needs
7. You will participate in 2 training sessions
8. You will receive candidates to go through your interview & selection process

EBP Recruitment Stats

- EBP has helped more than **650** talented professionals join boards.
- In 2021, **76% of candidates** that joined boards through EBPs recruitment and matching programs identify as **people of color**.
- **100% of EBP recruits** who joined boards said they had a **positive experience** joining a board through EBPs recruitment program.

Board Feedback

*“Thank you again for **making our school stronger!**”*

- Board Chair

*“All of us at Equitas want to **thank you profusely for your services** and for finding us board members. They are **outstanding candidates** and we are so excited to welcome them to the family. ”*

- Participating School

*“This program has really helped **jumpstart our board**. Both candidates are great additions. Thank you for your work.”*

- Participating School

Thank you!



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[@educationboards](https://twitter.com/educationboards)



www.linkedin.com/company/education-board-partners/

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Coversheet

Brown Act Training Presented by Young, Minney, & Corr, LLC

Section: IV. Board of Trustees Professional Development
Item: A. Brown Act Training Presented by Young, Minney, & Corr, LLC
Purpose: Discuss
Submitted by:
Related Material: Youth Policy Institute Brown Act 4862-1245-9800 v.2.pdf

YM&C
YOUNG, MINNEY & CORR, LLP

**Youth Policy Institute
Charter Schools:
Brown Act Training**

Presented by: Janelle A. Ruley, Esq.
jruley@mycharterlaw.com
www.mycharterlaw.com

THE CHARTER LAW FIRM

1

Partial Suspension: Executive Order

- Executive Order Number N-29-20 suspended some provisions of the Brown Act and created some new obligations as well.
- Meetings may now occur entirely telephonically; a physical location is not required.
- Members of the public must be permitted to participate telephonically.
- No requirement to notice or post agendas at each teleconference location.
- No requirement that members of the public be able to address legislative bodies at each teleconference location.

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Partial Suspension: Executive Order

- No requirement that any members be within the "jurisdiction."
- Agencies must, however, advertise and implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation for individuals with disabilities.
- Charter schools must notify the public about the means by which members of the public can observe the meeting and offer public comment.
- Must also make reasonable efforts to comply as closely as possible with the Brown Act's other provisions.

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Partial Suspension: New Law

- The Legislature codified many provisions from the Executive Order into law, AB 361.
- The bill has been signed into law by the Governor and becomes effective on October 1, 2021.
- To continue holding virtual meetings as of Oct. 1, the Board must make a finding every 30 days:

Board findings pursuant to Government Code Section 54953(e)
 The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

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Understanding the Brown Act

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5


Overview: 6 Questions

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

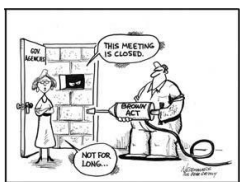
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6

1. What is the Purpose of the Act?



A. To Foster Broad Public Access




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

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7

1. What is the Purpose of the Act?




How Does the Brown Act Accomplish Its Purpose?

- Public Is Given Notice of Meetings
 - Agenda posting requirements
- Meetings Must Be Open to the Public
 - Confidentiality is limited
 - Closed sessions must be statutorily authorized
- Transparency Does Not Mean Chaos
 - Meetings are held in public, not controlled by the public.
- Charter School can set more stringent requirements that foster greater access and participation (e.g., longer posting periods), but Charter School cannot do less than the law requires. Check charter, Bylaws and MOUs to see if your requirements are more stringent.

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2. What is a Meeting?




A. Basic Definition:

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

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9



2. What is a Meeting?



B. Exceptions to definition of meeting:


- Attendance by majority at public conferences of general interest
- Attendance of majority at another body's public meeting
- Attendance of majority at purely social or ceremonial gatherings

SO LONG AS SCHOOL BUSINESS IS NOT DISCUSSED!


10


10

2. What is a Meeting?



C. Brown Act Committees

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

Committees

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

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

Standing Committees



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

Non-Brown Act Committees

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


Certain Advisory Committees

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


11




11

2. What is a Meeting?




D. Serial Meetings Are Prohibited

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


12



12

2. What is a Meeting?



E. Limit On Unilateral Communications

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




13

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13

2. What is a Meeting?



F. Basic Requirements if Any Board Member Participates by Telephone

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




14



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2. What is a Meeting?



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





15

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15


2. What is a Meeting?



New teleconference rules for Youth Policy Institute Charter Schools:
(SB 126; Education Code Section 47604.1(c)(3))

(A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.


(B) A two-way **teleconference** location shall be established at **each schoolsite and each resource center**.



16
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16

2. What is a Meeting?



AB 361 teleconference/virtual meeting rules


1. Board must provide means of how "direct" public comment will be available (internet/by phone)
2. If a technical disruption occurs, no action can be taken until disruption resolved
3. No early requirement for public comment – must allow for "real time" comments during full public comment period
4. Board must make a finding every 30 days



17
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17

3. What are the Notice & Agenda Requirements?



A. General Rule:

The agenda shall be posted properly in advance of a meeting and must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.




18
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3. What are the Notice & Agenda Requirements?

B. Exceptions to the Rule:


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

 19
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19

3. What are the Notice & Agenda Requirements?

3. The agenda item was posted for a prior meeting of the Board that:
 - a) Occurred not more than 5 calendar days prior to the date action was taken on the item; and
 - b) At the prior meeting the item was continued to the meeting at which action is taken.
4. Direction to Staff
5. Brief responses, clarifying questions and announcements
6. Identification of future agenda items


 20
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3. What are the Notice & Agenda Requirements?


C. Types of Meetings:

1. Regular meetings – Agenda posted 72 hours in advance
2. Special meetings – Agenda posted 24 hours in advance
3. Emergency Meetings – Agenda posted at least 1 hour in advance

 21
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21

3. What are the Notice & Agenda Requirements?



D. Location of Posting

1. Posted in publicly accessible location for entire posting period within jurisdiction.
2. If Charter School maintains a website, agenda must be posted on website.
3. By Jan. 1, 2019: posted on website through "prominent, direct link" on front page; current agenda appears at top; agenda must be downloadable and searchable; free access

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


F. Closed Session Agendas

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

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3. What are the Notice & Agenda Requirements?



G. Executive Compensation: the Charter School cannot approve educational executive contract at special meeting and must orally report salary, salary schedule, or compensation and benefits in open session.


H. Votes are Public: the votes of individual Board members must be publicly reported, during meeting and in minutes.

I. Board Minutes: Include all material motions and votes.

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23

4. What are the Public's Rights?



- A. Public testimony
 - Addressing disruptive speakers?
- B. Taping or broadcasting
- C. No conditions of attendance
- D. Non-discriminatory facilities
- E. Copies of agendas and other public writings
- F. Must provide double the time for public testimony to persons utilizing an interpreter to ensure equal opportunity.



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24

5. What are the Permissible Closed Session Topics?

A. Confidentiality requirement

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






25

5. What are the Permissible Closed Session Topics?

B. Authorized Closed Sessions



1. Personnel
 - Caveat - 24 hour written notice to employee if complaints and/or charges will be heard.
2. Real estate negotiations
3. Labor negotiations
4. Public security exception
5. Conference with legal counsel
6. Pupil discipline

26

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

- Civil remedies
 - Board action may be declared null and void
 - Injunctive relief may be obtained
 - Prevailing plaintiff awarded attorneys' fees
- Criminal penalties apply if one or more Board members intend to deprive the public of information to which the member knows or has reason to know the public is entitled.
- Potential charter revocation

27

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



Complaints and Challenges

- Notice and Demand for Cure or Cease and Desist
 - Can be brought by District Attorney or member of the public
 - Board must cure/respond within 30 days
 - Seek advice from legal counsel on response



28

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28

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THE CHARTER LAW FIRM

YOUNG, MINNEY & CORR, LLP
916.646.1400 • INFO@MYCHARTERLAW.COM • WWW.MYCHARTERLAW.COM

QUESTIONS AND RESPONSES

THANKS FOR ATTENDING TODAY!

SACRAMENTO OFFICE:
655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:
5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:
591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:
500 YONACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

29

29

Coversheet

Consent Items

Section: V. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: YPICS Uniform Complaint Policy 03282022.pdf

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

This Uniform Complaint Policy and Procedures has been adopted by YPI Charter Schools, Inc., which operates Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School (collectively referred to herein as “YPICS”).

YPICS has adopted this policy to comply with applicable federal and state laws and regulations. YPICS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, ancestry, religion, marital status, mental or physical disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If YPICS finds merit in a pupil fees complaint YPICS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by YPICS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula Sections 47606.5 and 47607.3 in the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If YPICS finds merit in a complaint, or if the Superintendent finds merit in an appeal, YPICS shall provide a remedy to the affected pupil.

YPICS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. YPICS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, YPICS will attempt to do so as appropriate. YPICS may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Administrator or designee on a case-by- case basis.

YPICS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure YPICS’ compliance with law:

Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
Kevin Myers, Executive Administrator mrmyers@coronacharter.org	Rene Quon, Executive Administrator mrquon@romerocharter.org	Larry Simonsen, Executive Administrator mrsimonsen@coronacharter.org
YPI Charter Schools, Inc.		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the YPICS Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of YPICS’ uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in a YPICS charter school speak a single primary language other than English.

The Executive Director or designee shall make available copies of YPICS uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that YPICS is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal YPICS' decision to the CDE by filing a written appeal within 15 days of receiving YPICS' decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that YPICS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made. Copies of YPICS' uniform complaint procedures are available free of charge.

STEP 1: FILING OF COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by YPICS. A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, YPICS staff shall assist him/her to file the complaint.

STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with all the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging unlawful discrimination, harassment, intimidation or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend YPICS' timelines for

investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide YPICS' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her own engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation of has occurred and may result in the imposition of a remedy of the complaint.

YPICS' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of YPICS' investigation and decision, as described in Step #5 below, within sixty (60) days of YPICS' receipt of the complaint.

STEP 5: FINAL WRITTEN DECISION

YPICS' decision shall be in writing and sent to the complainant. YPICS' decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

For all complaints, the decision shall include:

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal YPICS' decision within fifteen (15) days to the CDE, and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of YPICS' expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with YPICS' decision, the complainant may appeal in writing to the CDE within fifteen (15) days of

receiving YPICS' decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of YPICS' decision.

Upon notification by the CDE that the complainant has appealed YPICS' decision, the Executive Administrator or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by YPICS, if not covered by the decision;
4. A copy of the investigation file, including but not limited to all notes, interviews and documents submitted by all parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
6. A copy of YPICS' complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by YPICS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which YPICS has not taken action within sixty (60) days of the date the complaint was filed with YPICS.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside YPICS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying arising under state law, however, a complainant shall wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is only applicable if YPICS has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|-----------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> ESSA/NCLB Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|----------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Medical Condition | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any YPICS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona Charter High School
Kevin Myers, Executive Administrator mrmyers@coronacharter.org	Rene Quon, Executive Administrator mrquon@coronacharter.org	Larry Simonsen, Executive Administrator mrsimonsen@coronacharter.org
YPI Charter Schools, Inc.		
Yvette King-Berg, Executive Director, ykingberg@ypics.org 10660 White Oak Avenue, Granada Hills, CA 91344 (818) 834-5805		

Coversheet

Recommendation to Review and Receive YPICS 2020-21 LAUSD Oversight Reports

Section: VI. Items Scheduled For Action
Item: A. Recommendation to Review and Receive YPICS 2020-21 LAUSD Oversight Reports

Purpose: Vote

Submitted by:

Related Material:

YPIBERT_8054_-_Annual_Performance-Based_Oversight_Visit_Report_2020-2021.pdf

YPIVALLEY_HS_7598_-_Annual_Performance-Based_Oversight_Visit_Report_2020-2021.pdf

YPIOSCAR_8196_-_Annual_Performance-Based_Oversight_Visit_Report_2020-2021.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

BERT CORONA CHARTER SCHOOL - 8054

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

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.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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	N/A
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:	
July 19, 2019 to June 30, 2024			6	Northeast	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by -149	
351	500				
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 29.80%	
5-8	5-8				
Norm Enrollment Number:			351		
Total Number of Staff Members:	43	Certificated:	20	Classified:	23
Charter School's Leadership Team Members:	Yvette King-Berg, Executive Director; Kevin Myers, Executive Administrator Daniel Rios, Director of Instruction; Kirk Takeyama, Director of School Culture Leticia Sepulveda, Parent Coordinator; Ruben Dueñas, Chief Operations Officer; Larry Simonsen, Executive Administrator; Yesenia Zubia, HR/AP Coordinator Rene Quon, Executive Administrator				
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:	None				
REMOTE Oversight Visit Date(s):	April 28, 2021		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	1	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2020-2021*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: 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). Evidence collected was from two sources: the website and binder 1.</p> <ul style="list-style-type: none"> • Organizational chart. • Bylaws signed September 10, 2018. • Current roster and contact information with six board members (also included on the website) • Committee Council Meetings, which included topics such as: <ul style="list-style-type: none"> ○ February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III. ○ September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update. • Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1. <p>G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:</p> <ul style="list-style-type: none"> • A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021. • 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. • The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021). • Board posts all agendas on the school’s website (board minutes are encouraged). • Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page. <p>G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> • Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included: 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted 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.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	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 system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a 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, nor any mandated committees/councils or a 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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
- Governing Board meetings are held in accordance with the requirements of SB 126

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input 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 (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 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	<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"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

G5: DATA-INFORMED 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/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 			
<p>Rubric</p>		<p>Sources of Evidence</p>	
<p>Performance</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<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 type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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</p> <p><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, 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</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>		
<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	<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 checked="" 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
California Department of Education's (CDE) Charter School's Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <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</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>A6: The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona Middle School's percentage of students suspended at least once was 6.2%, which was higher than the State's at 3.4%.</p> <p>A11: The school reclassifies English Learners at 14.9%, which is at a rate higher than the state average at 13.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -78.2%, which is lower than the State 2019 Average DFS at -2.5%.</p> <p>A2: The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5%, which is higher than the State's 2019 Average DFS at -33.5%.</p> <p>A5: The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%.</p> <p>A8: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -107.2 vs. -45.1 points; Latino at -78.9 vs. -26.6 points; Socioeconomically Disadvantaged at -78.7 vs. -30.1 points; and Students with Disabilities at -137.0 vs. -88.1 points.</p> <p>A9: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at -176.7 vs. -119.4 points.</p> <p>A1/A2/A8/A9: The school leadership notes a renewed focus include:</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

- Relay's Get Better Faster training for instructional coaches to coach and support teachers. A need for greater coaching and support for teachers to provide real-time feedback, action steps, and collaborative planning for teachers.
- Newly adoption of Ready Math curriculum and time provided to implement a common placing plan, scaffolded lessons and common exit tickets to support with the implementation.
- iReady implementation to provide teachers with actionable data and to support the intervention plans.
- SFA/reading block
- Scheduled tutor support to work on language development through pull out tutoring.
- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

Corrective Action Required

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

Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 37.2%, which was lower than the state at 48.3%. The school 2019 Performance Level was Low. Please see schools plan above - Achievement section.

A11: 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

****EL Masterplan needs to be updated to include iReady.**

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - 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"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric	Sources of Evidence	
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - 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"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric	Sources of Evidence	
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<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) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

<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) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <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 (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "LTEs" in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”. <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

- ACADEMIC BENCHMARKS – update for 2020-2021**
- **BENCHMARK 1: NOT MET** - English Learners to meet or exceed the Resident Schools’ Median and the District Reclassification. The 2019-2020 Reclassification Rate for Bert Corona Middle School was 14.9%, which was lower than the Resident School’s Median at 19.0% and the District’s reclassification rate at 17.2%.
 - **BENCHMARK 2: NO UPDATE:** No update due to lack of 2019-2020 SBAC testing (see Achievement Section above for specificities regarding strategies the school is continuing to implement).
 - **BENCHMARK 3: NO UPDATE:** No update due to lack of 2019-2020 SBAC testing (see Achievement Section above for specificities regarding strategies the school is continuing to implement).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 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, as evidence by:</p> <ul style="list-style-type: none"> • Visitor policy posted online as part of handbook and evident in Binder 3.1a. • Samples of Emergency and Lockdown Attendance Forms, School Emergency Response Team for 2020-2021, Return to Campus policies (online), ERT members in lockdown and evacuation maps, Emergency Response Team Master List (includes phone numbers, titles and procedures -including after school assignments). • Emergency Response supplies and a chart with specified signals during an emergency event – includes signal and description. • School Safety Plan which includes emergency phases, response team, management, evacuation procedures for multiple emergency situations (i.e., lockdown, fire, shelter in place). • COVID-19 Prevention Program plan, COVID entry map, and employee survey. • Fire test coversheet from LA Fire Department with corrections to areas of concern and a passing check, in addition service maintenance for fire extinguishers. <p>O2: 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, as evidenced by:</p> <ul style="list-style-type: none"> • Current and appropriate COO’s were provided. • Flyers for notification for parents regarding Tdap, student acceptance letter addressing the need to provide the vaccination report. • Email dated April 21, 2021 confirming virtual EpiPen training for the school by PRN Nursing. • Meal distribution as evidence that the school provides adequate free or reduced priced meal each day per AB1871. <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. The school provided an update to the Welligent report with status and next steps for:</p> <ul style="list-style-type: none"> • The 300 Report: <ul style="list-style-type: none"> ○ 9 services on Tier 6 – school noted 5 services to be excluded as student is no longer attending the charter; 3 parent recently signed IEP – service in place; and 1 not able to log in (process has been addressed). ○ 3 services on Tier 5 – student not attending, the school leadership is considering in-person sessions. ○ 19 services in Tier 4 – 5 students not attending, the school leadership is considering in-person session; 12 in-person instruction has changed service delivery. IEP will offer compensatory service time; 1 parent notified (attendance concern) and 1 student arrived midway through the year. • The 200 Report: <ul style="list-style-type: none"> ○ 13 overdue reports – the school provided status and next steps to address this matter. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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, as evidenced in Binder 3 and in conversation with the leadership team:

- A 2020 screenshot of YPICS TPD days with topics such as: i-Ready Reading (12/8/2020); Training Nation (11/18/2020); New Teacher training; Adapt Curriculum to Maximize Student Engagement and YPICS Socioemotional Learning (8/4/2020); Developing Independent Learners and Success for All (8/5/2020); Developing effective assessments for distance learning and Operations Presentation (8/6/2020); Using intervention models to support students with high needs and Human Resources-Employee Handbook (8/7/2020); Ready Math Teacher Training and iReady Teacher training (8/10/2020); Critical Friends Groups and Tech Tools for Engagement and Critical Thinking (8/29/2020); Critical Friends Groups topics: looking at student work samples using CFG protocols (second semester 1/11 and 2/25/2021).
- iReady tools for scaffolding comprehension.
- As noted in 2019-2020 the school is continuing to shift to new curriculum and newly defined coaching practices to support and retain their teachers.

Areas Noted for Further Growth and/or Improvement

O2: Although the school provided evidence via flyers or immunization requirements to address Tdap immunizations, for the 2021-2022 include proof that the school ensures required Tdap immunization.

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, in 2019-2020 the school leadership noted they were in the process of adopting curriculum for ELA, Science and Social Science, the school provided the following evidence of implementation for 2020-2021:

- iReady Dashboard tools for scaffolding comprehension sample for 6th grade reading which includes standards, grade level outcomes, title, and supports for teacher and students.
- iReady Dashboard tools for Math grade 6 sample – includes unit flow and progression, learning progression, lesson support and yearly pacing for prerequisites.
- Science Alignment to NGSS standards planning guide. The school is still in the process of providing training for the summer in NGSS.

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 below:

- iReady Dashboard tools for Math grade 6 sample- which includes data with student groupings as to which students still need additional support and in-depth review; based on that the data 2 students were in Group A, 6 students were in Group B, 16 students were in Group C-needing additional support in some sections and in-depth review in other, and 25 students in Group D-needing in depth review in all areas of the specific unit.
- Tiered support strategy by concerns, which includes areas of concern such as truancy and students attending but no work submitted to guide the school through a process to address monitoring and effectiveness.
- SFA teacher outline.
- Afterschool Math tutoring assignments and tracking sheet.
- Student support team forms.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

- Noted in the 2019-2020 report, the school needs to continue to include subgroup data analysis and processes to address and support the needs of all students.
- 05: The school has partially implemented the key features of the educational program described in the charter, as evidenced in Binder 3:
- Power Point presentations with topics such as: BCCS ELPAC Parent Presentation, Illuminate Parent Training, Sample Google Classroom, SFA Options and Expectations (including a teacher outline), Speaking with your Child about Academics, and Standards Based Grading. The leadership team noted that they are continuing to coach and support such practices.
 - As noted in 2019-2020 the organization continues to work to support such practices. In conversation with the leadership there is a need to address the concern of teacher retention to continue to internalize the implementation of key features of the educational program as noted on page 111 of the approved petition: Advisory, CASA (PBL), Communications, and Arts.
- 07: 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, as evidenced by:
- 2019 California Dashboard suspension rate is 6.2%, the 2019 color is Green. The school's suspension rate is higher than the State.
 - Tier 2 supports will continue to be built to provide interventions scripting out warnings, reinforcements, notifications, letters home, counseling meetings, tutoring and restorative conversations.
 - The school leadership provided a reflection and data analysis encompassing their reflection from 2017-2018 to present with a decline in total suspensions from 9.50% to 5.10 in 2019-2020 and a decline of single student suspension rate from 4.90% to 4.40% in 2019-2020. In addition data tracking and training has been in place to include topics such as Mindfulness and Distress Tolerance, Social-Emotional Learning and Trauma, Cyber bullying, Empathy and Kindness, LGBTQIA+, Anger/Aggression, and College and Career readiness.

Corrective Action Required

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

Notes:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

***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 Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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.**

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
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<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 1767 implementation (grades K-6) (B3.1g) <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 2020-2021</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 applicable law
- 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)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input 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 type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<i>The school has:</i>		
<ul style="list-style-type: none"> Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), 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) <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 type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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/Learning Continuity and Attendance Plan (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 type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>	
Rubric	Sources of Evidence
<p>Performance</p> <p><input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter</p> <p><input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter</p>	<p><input checked="" type="checkbox"/> Professional development documentation (B3.4b)</p> <p><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter (B3.3k)</p> <p><input type="checkbox"/> Virtual classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>	
Rubric	Sources of Evidence
<ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 	
<p>Performance</p> <p><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4b)</p> <p><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j)</p> <p><input checked="" type="checkbox"/> Self-Review Checklist (B3.4a)</p> <p><input checked="" type="checkbox"/> Other special education documentation (B3.4a)</p> <p><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</p> <p><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a)</p> <p><input type="checkbox"/> Virtual classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 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 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 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<i>The school:</i>	
<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 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b)</p> <p><input type="checkbox"/> Interview of teachers and/or other staff</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed 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 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 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 system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, 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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- 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 2020-2021</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):



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

8054	2017-2018					2018-2019					2019-2020				
	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		2,053,884	2,056,441	1,291,457	1,291,458		0	1,676,586	1,417,587	1,417,585		1,623,307	1,667,001	1,326,467	1,326,467
Current Assets		2,847,169	2,650,902	2,768,906	2,813,603		0	2,762,249	2,925,550	2,924,749		2,912,271	2,888,102	3,094,328	3,098,537
Fixed and Other Assets		672,285	687,077	664,037	666,773		0	533,298	798,368	799,166		453,438	466,081	467,551	468,401
Total Assets		3,519,453	3,337,979	3,432,943	3,480,376		0	3,295,547	3,723,918	3,723,915		3,365,709	3,354,183	3,561,879	3,566,938
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		418,850	319,899	419,742	456,218		0	162,826	588,825	588,743		170,422	184,333	752,804	777,713
Other Long Term Liabilities		97,014	18,009	26,013	37,052		0	26,134	0	0		19,833	19,833	19,850	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		515,863	337,908	445,755	493,270		0	188,960	588,825	588,743		190,255	204,165	772,654	777,713
Net Assets		3,003,590	3,000,071	2,987,188	2,987,106		2,981,483	3,106,587	3,135,093	3,135,172		3,175,454	3,150,018	2,789,225	2,789,225
Total Revenues	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	8,104,419	7,585,402	7,494,873	7,447,501	6,121,709	6,121,712
Total Expenditures	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	7,956,353	7,581,083	7,454,512	7,432,655	6,467,657	6,467,659
Net Income / (Loss)	23,414	95,572	92,072	79,189	84,205	147,790	73,484	119,481	147,987	148,066	4,319	40,361	14,846	(345,948)	(345,947)
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	23,414	95,572	92,072	79,189	84,205	147,790	73,484	119,481	147,987	148,066	4,319	40,361	14,846	(345,948)	(345,947)
Net Assets, Beginning	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	2,987,106	3,106,587	3,135,093	3,135,172	3,135,093	3,135,172
Adj. for restatement / Prior Yr Adj	0	0	(19)	0	(5,098)	0	0	(81)	(81)	0	(38,341)	0	0	80	0
Net Assets, Beginning, Adjusted	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	2,987,106	3,068,246	3,135,093	3,135,172	3,135,173	3,135,172
Net Assets, End	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	3,135,172	3,072,565	3,175,454	3,150,018	2,789,225	2,789,225

8054	Audited Financials					2020-2021				
Bert Corona Charter	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,689,773	1,291,458	1,417,585	1,326,467	0		735,434	525,861	0	0
Current Assets	2,928,158	2,813,603	2,924,749	3,098,537	0		3,348,185	3,441,237	0	0
Fixed and Other Assets	633,548	666,773	799,166	468,401	0		230,848	306,056	0	0
Total Assets	3,561,706	3,480,376	3,723,915	3,566,938	0		3,579,033	3,747,293	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	653,707	456,218	588,743	777,713	0		585,599	838,129	0	0
Other Long Term Liabilities	0	37,052	0	0	0		19,849	19,849	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	653,707	493,270	588,743	777,713	0		605,448	857,978	0	0
Net Assets	2,907,999	2,987,106	3,135,172	2,789,225	0		2,973,585	2,889,315	0	0
Total Revenues	8,908,012	8,586,103	8,104,419	6,121,712	0	6,765,353	7,527,771	7,458,870	0	0
Total Expenditures	8,731,584	8,501,898	7,956,353	6,467,659	0	6,743,238	7,343,411	7,358,780	0	0
Net Income / (Loss)	176,428	84,205	148,066	(345,947)	0	22,115	184,360	100,090	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	176,428	84,205	148,066	(345,947)	0	22,115	184,360	100,090	0	0
Net Assets, Beginning	2,731,571	2,907,999	2,987,106	3,135,172	0	3,150,018	2,789,225	2,789,225	0	0
Adj. for restatement / Prior Yr Adj	0	(5,098)	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	2,731,571	2,902,901	2,987,106	3,135,172	0	3,150,018	2,789,225	2,789,225	0	0
Net Assets, End	2,907,999	2,987,106	3,135,172	2,789,225	0	3,172,133	2,973,585	2,889,315	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Bert Corona Charter’s fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$2,789,225 and a net loss of (\$345,947). The 2020-2021 Second Interim projected positive net assets of \$2,889,315 and net income of \$100,090.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2020, 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 and its charter schools reported positive net assets of \$26,025,224 and a net loss of (\$805,524). YPICS, without its charter schools, reported negative net assets of (\$16,373) and a net loss of (\$16,738). The organization attributed the reported net loss to home office staff’s accrued vacation expenses. According to YPICS, there are no management fees charged to Bert Corona Charter or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>						3
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	
Net Assets	\$2,907,999	\$2,987,106	\$3,135,172	\$2,789,225	\$2,889,315	
Net Income/ Loss	\$176,428	\$79,107	\$148,066	(\$345,947)*	\$100,090	
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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

*The school attributed the reported net loss in Fiscal Year 2019-2020 to lower-than-expected SB740 reimbursements due to the change in policy and additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic (the corresponding revenue will be recognized in Fiscal Year 2020-2021).

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 that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

1. Checks Outstanding for 90 Days or More (Recurring Issue):

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description	School's Responses
1	X6905	307394	8/20/2019	School Employee	\$1.46	438	16/17 STRS Refund	Will contact State Treasury Department
2	X6905	307672	11/15/2019	School Employee	\$722.60	351	WASC Visit Expense Reimbursement	Voided in March 2021
3	X6905	307695	11/20/2019	Sylmar Charter High School	\$325.00	346	Registration Fee - Girls Volleyball Tournament	Voided in March 2021



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

4	X6905	307813	1/10/2020	School Employee	\$23.63	295	18/19 STRS Refund	Will contact State Treasury Department
5	X6905	307814	1/10/2020	School Employee	\$5.29	295	18/19 STRS Refund	Will contact State Treasury Department
6	X6905	307815	1/10/2020	School Employee	\$12.67	295	18/19 STRS Refund	Will contact State Treasury Department
7	X6905	307817	1/10/2020	School Employee	\$5.48	295	18/19 STRS Refund	Will contact State Treasury Department
8	X6905	307823	1/10/2020	School Employee	\$6.10	295	18/19 STRS Refund	Will contact State Treasury Department
9	X6905	307831	1/10/2020	School Employee	\$13.52	295	18/19 STRS Refund	Will contact State Treasury Department
10	X6905	307812	1/10/2020	School Employee	\$21.76	295	18/19 STRS Refund	Will contact State Treasury Department
11	X6905	307903	1/30/2020	School Employee	\$247.50	275	GEAR UP and Relay Conferences Per Diem	Voided in March 2021
12	X6905	308111	4/9/2020	School Employee	\$38.11	205	Paint Set for Students Fun Activities	Will be voided and reissued
13	X6905	308177	5/6/2020	School Employee	\$27.50	178	USPS Reimbursement	Will be voided and reissued
Total					\$1,450.62			

The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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.

2. Check Reviews (Late Fees and Finance Charges):

Based on the CSD’s review of the school’s check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees	Finance Charges
1	307833	1/10/2020	Xerox Financial Services	Copier Lease	\$2,231.15	\$31.27	N/A
2	307931	1/31/2020	Xerox Financial Services	Copier Lease	\$3,990.72	\$96.78	N/A
3	307953	2/13/2020	Sparkletts	Bottle Water	\$10.00	\$10.00	N/A
4	308077	4/6/2020	AT&T	Fax	\$407.86	\$10.00	NA
5	309354	8/5/2020	AT&T	Fax	\$409.54	\$10.00	N/A
6	309384	8/19/2020	Quadient Finance USA, Inc.	7/20- Late Fee	\$51.47	\$39.00	\$12.47
7	309605	11/12/2020	Quadient Finance USA, Inc.	10/6/20- Late Fee	\$39.89	\$39.00	\$0.89
Total					\$7,140.63	\$236.05	\$13.36

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):

Based on the CSD’s review of the supporting documents provided by the school, the CSD noted six 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	3/24/2020	308072	School Employee	\$51.60	Stamps and remote for LSC parking lot



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

2	4/22/2020	308124	School Employee	\$519.89	Student activities supplies
3	4/29/2020	308141	School Employee	\$216.50	Classroom supplies
4	6/24/2020	308272	School Employee	\$469.44	Graduation supplies
5	8/5/2020	309358	School Employee	\$54.70	Document camera for SpEd assessment
6	10/9/2020	309475	School Employee	\$17.95	Staff PD (coffee)
Total				\$1,330.08	

Page 15 of YPICS’ 9/30/2019 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 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would 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). However, as of the date of this report, YPICS’ fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

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).

None noted.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

Corrective Action Required:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021****Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. 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.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,326,467, and total expenditures equal \$6,467,659. Therefore, the school's cash reserve level is 20.51%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
 - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
 - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

- 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 X0152 (Executive Administrator, Bert Corona Charter High)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 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)
 - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
 16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
 17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
 18. Equipment inventory was provided.
 19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
 20. The most current Audited Financial Statements are posted on the charter school's website.
 21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
 22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
 23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
 24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
 25. 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 was provided.
 26. Bert Corona Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
 27. The 2019-2020 audited and unaudited actuals nearly mirror each other.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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 School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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/Learning Continuity and Attendance Plan are posted on the charter school’s website; 	<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/Learning Continuity and Attendance Plan are posted on the charter school’s website;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

<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 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>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 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><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); 	<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 <i>feasible</i> 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 School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

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.

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan 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 School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

<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/Learning Continuity and Attendance Plan are posted on the charter school's website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies. 	<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

<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> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>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* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

BERT CORONA CHARTER HIGH - 7598

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

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.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 Local District:		
July 1, 2019 to June 30, 2024			6	NE		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 303		
197	500					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by -60.60%		
9-12	9-12					
Norm Enrollment Number:		191				
Total Number of Staff Members:	22	Certificated:	14	Classified:	8	
Charter School's Leadership Team Members:		Yvette King-Berg, Executive Director; Larry Simonsen, Executive Administrator; Max Garcia, Director, Counseling and Advising; Kevin Myers Executive Administrator				
Charter School's Contact for Special Education:		Vshon Nutt, Director of Special Education				
CSD Assigned Administrator:	Dr. Blanca A. Alves-Monaster		CSD Fiscal Services Manager:	Joseph Dae		
Other School/CSD Team Members:	None					
REMOTE Oversight Visit Date(s):	May 11, 2021		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.):	No	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	3	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2020-2021*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

G1: 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). Evidence collected was from two sources: the website and binder 1.

- Organizational chart.
- Bylaws signed September 10, 2018.
- Current roster and contact information with six board members (also included on the website)
- Committee Council Meetings, which included topics such as:
 - February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III.
 - September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update.
- Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1.

G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:

- A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021.
- 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.
- The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021).
- Board posts all agendas on the school’s website (board minutes are encouraged).
- Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page.

G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:

- Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted 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.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of 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: 5/11/2021

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 (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	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 system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a 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, nor any mandated committees/councils or a 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: 5/11/2021

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
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input 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 (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <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: 5/11/2021

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 checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, 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 High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 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	<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"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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

The Governing Board has a system in place to ensure ongoing:

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<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 type="checkbox"/> Observation of Governing Board meeting <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: 5/11/2021

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	<input 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, 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 financial information submitted by the school <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: 5/11/2021

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

The Governing Board has a system in place to ensure sound fiscal management and accountability:	
<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. 	
Performance	Sources of Evidence
<p><input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement</p> <p><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement</p> <p><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.)</p> <p><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.)</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><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):	
N/A	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <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</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>A6: The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona High School’s percentage of students suspended at least once was 1.9%, which was lower than the State’s at 3.4%.</p> <p>A8: All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages in ELA, with the following subgroups performing above the State: Latino at 25.3 points vs. -26.6 points and Socioeconomically Disadvantaged at -21.7 vs. -30.1 points.</p> <p>A10: All numerically significant subgroups have “Status/DFS” scores above the statewide averages within the dashboard subgroup College/Career Indicator (CCI), as follows: Latino at 42.9 vs 36.1 percent and Socioeconomically Disadvantaged at 42.9 vs. 35.8 percent.</p> <p>A11: The school reclassifies English Learners at 23.5%, which is at a rate higher than the state average at 13.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is orange. Bert Corona High School’s 2019 Average DFS was -25.3, which is lower than the State 2019 Average DFS at -2.5%. The school leadership noted the following actions to address and improve academic achievement in ELA:</p> <ul style="list-style-type: none"> • Implementation of a Writing Round Table PD to address alignment in instruction in reference to reading and writing within all humanities courses. • Creating and stocking a Lending Library (in response to student requests). • Implementing Thinking Nation to support with outside assessments DBQ essays in all history courses. • Implementation of periodic assessment tools. • Reimplementation of Achieve 3000. • Utilize Gear-Up tutoring in ELA classrooms. • Tailoring and personalizing ELA remediation instruction though online instruction using MyPath. • Reimplementation of RTI inventory consideration of every students’ needs. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

A2: The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School's 2019 Average DFS was -109.3, which is lower than the state at 33.5. %.

A9: None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math, with the following subgroups performing below the State: Latino at -109.3 vs. -62.2 points and Socioeconomically Disadvantaged at -104.1 vs. -63.7 points.

A2/A9:

The school leadership noted the following actions to address and improve academic achievement in Math:

- Replaced ALEX with IXL (both adaptive, interactive, independent practice software programs) to provide quick feedback.
- Utilize Gear0Up tutors in Math classrooms.
- Implement periodic assessment tool.
- Tailor and personalize Math remediation instruction through online instruction using MYPath.
- Implement RTI inventory to address individual student's needs.
- Implement VALUE Rubrics with an assessment focus on college-ready critical thinking and quantitative literacy.

Corrective Action Required

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

Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. The school 2019 Performance Level was Very Low.

Below are some of the actions the school leadership noted to address and improve English Proficiency:

- Analyze academic language demands involved in grade-level teaching and learning.
- Focus on the developmental nature of language learning within the grade-level curriculum.
- Reference content standards and language development standards in planning for language learning.
- Use instructional supports to help scaffold language learning.
- Integrate language domains to provide rich, authentic instruction.

A11: 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

****EL Masterplan needs to be updated to include *i-Ready*.**

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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: 5/11/2021

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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 type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard 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: 5/11/2021

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - 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"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - 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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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: 5/11/2021

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - 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"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - 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"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard 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: 5/11/2021

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<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) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

<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) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard 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: 5/11/2021

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - 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 (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Perfor man	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (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: 5/11/2021

	<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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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: 5/11/2021

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 as part of Binder 3 included:</p> <ul style="list-style-type: none"> • 2020-2021 school map and evacuation routes. • COVID 19 Safety Plan which became effective November 30, 2020. A 2021 COVID -19 School Guidance Checklist. • A PowerPoint of the Emergency Process and Drills for fire and earthquake. • Evidence of Suicide Prevention Policy was included on the website which was revised December 7, 2020. <p>O2: 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, as evidenced by:</p> <ul style="list-style-type: none"> • The school is co-located as a Proposition 39 school with McClay Middle School. • Evidence of screening for audio – May 7, 2021 . • Four employees Epi-pen trained on April 19, 2021, by PRN Nursing. • The school provided a letter as certification of evidence the school provides at least one adequate free or reduced priced meal. • The school provided a letter as certification of Automated External Defibrillator in the office. <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, as evidenced by binder 3.3:</p> <ul style="list-style-type: none"> • Implementation of grade level appropriate California Academic standards was in the form Learning outcomes documentation per class. • A-G Course Matrix: Opening Year to Present timeline up to 2019-2021. • The school provided 2020-2021 Distance Learning Student Work Samples; documents provided included teacher comments to students to provide immediate feedback. • Unit Plans with linked Standards Rubrics for courses (Social Science, English, Mathematics, College and Career Readiness, Biology/AP Biology, Chemistry & Physics, Spanish/AP Spanish, Art and Physical Education) by unit, with details such as: Unit, Culminating Tasks, Learning outcome Targets and Rubrics, Evidence Pieces, Feedback Strategies, Observations, Adjustments to the Curriculum, and Needs for support. • The school’s WASC status- Six-Year Accreditation Status with a Mid-cycle Two-day visit, through June 30, 2026. <p>O4: 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</p> <ul style="list-style-type: none"> • The school provided 2020-2021 RTI Inventory data sheet which includes Data-Driven Recommended RTI Support of individual students/teacher with Average RTI and Standard Deviation. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

- A document titled Effective RTI Strategies for Teachers (by Tier strategies).
- The school leadership noted:
 - Teachers use culturally and linguistically responsive teaching strategies such as cooperative group learning, conferencing, small group instruction, accessing prior knowledge, direct instruction with technology and project-based learning.
 - Students with Disabilities, English Learners and high achieving students attend regular instructional blocks together as designed by the UCCI/UC Doorways designation.
 - Gear Up staff, Special Education Aides and non-classroom-based personnel provide support to students during a school day.
 - The Gear Up program has two cohorts of student throughout high school that provide tutoring and college access support, including SAT training.
- Evidence of an internal data analysis system identified performance of subgroups. The school did provide agendas noting meetings to look at student progress (NWEA/MAP Student Growth Summary Report by subgroups and grade level), per conversation with the leadership the school staff is still developing in this area.

05: The school has substantially implemented the key features of the educational program described in the charter. The school leadership noted:

- PBL is a hallmark of Bert Corona High which requires higher levels of critical thinking and communication. This year the staff has agreed to ask all students to take on a yearly passion project. The school's agenda dated August 24, 31, December 7, 2020 included PBL implementation and guided questions to address PBL at BCCHS. In conclusion, PBL emphasis was noted on agendas throughout the year.
- Advisors will provide coaching, guidance and assessment skills that are incorporated into gradebooks.
- The school's first exhibition of PBL passion project work will be June 8th and 9th, 2021.

06: 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. The school's Welligent report noted the following:

- 300 Services Report– Tier 4- 2; Tier 5-9; Tier 6-6.
- 200 Report – 1 overdue annual.

The school did not provide information regarding next steps to address the outcome of the report 200 or 300.

07: 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. Evidence included as part of Binder 3C. School Climate and Student Discipline:

- CRACLL poster, Disciplinary Code, Essential 5, Flined Trip Slips, Luminaria Referral, Student Athlete Contract, Travel Card.
- The school leadership noted that BCCHS has had no problems with cyberbullying throughout the duration of mandatory distancing.
- The 2019 suspension rate for BCCHS was 1.9% a decline of 4.8 from the prior year.
- During the conversation with the leadership team, the charter team provided the following topics for discussion:

- Advisory:

Implement SCL program that is holistic and formalized. Through advisory committee the program addresses mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness.

- Road map:

Predictable happens on Tuesdays.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

The team presents to teachers/staff in PD meetings to stress the value of the advisory program. Including and training teachers which allows to have all students share and experience the same support. The PowerPoint training was included as evidence for this report.

- Student led conferencing
Over 90% participation. There has been a shift from parent conference to student-led conferencing for students to take responsibility of academic progress.

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. The school leadership noted that for the 2020-2021 school year, the school has engaged in three significant Professional Development themes:

- Standards-based grading for mastery (two-week, full day intensive in June).
- VALUE skills translation and calibration. The Valid Assessment of learning in Undergraduate Education rubrics. The school noted that they have adopted evaluating student work for growth in Written Communication, Oral Communication, Critical Thinking, Integrative (interdisciplinary) Learning, Creative Thinking, Inquiry and Analysis, Problem Solving, and Reading.
- Project Based learning.

Binder 3 also included agendas with topics such as:

- Overview of MAPS Growth Individual Student Reports, MAPS Cohort Average RIT Scores Cohort Annual Comparisons and Final Grades course overview and MAPS Comparative Cohort Data – Longitudinal.

O11: 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

- Evidence provided included evaluation forms for the Director of Operations.
- The school leader noted that this year there was an emphasis in providing feedback for educators, tailored outside evaluation, but with an emphasis on Coaching, providing Professional development, and 5-week mentoring and accountability discussions.

Areas Noted for Further Growth and/or Improvement

O7: Continue to develop a cycle for data monitoring specific to School Climate and Student Discipline – collect, analyze and respond to data.

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: 5/11/2021

Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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.***

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
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 1767 implementation (grades K-6) (B3.1g) <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 2020-2021</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 applicable law
- 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)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Evidence of SB 972 (B3.2f) <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: 5/11/2021

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 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"/> Virtual 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: 5/11/2021

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 					
Performance	Rubric				
Performance	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #f2d2d2;">Rubric</th> <th style="background-color: #f2d2d2;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td> <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 checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis </td> <td> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (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"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<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 checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (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"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
Rubric	Sources of Evidence				
<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 checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (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"/> Virtual 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: 5/11/2021

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 in alignment with the school's charter (B3.3k) <input type="checkbox"/> Virtual 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 • Provides special education training for staff • 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 <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 <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 <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	<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 documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Virtual 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: 5/11/2021

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 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 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> 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 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: 5/11/2021

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 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 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 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: 5/11/2021

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/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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 checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed 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 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 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 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 checked="" type="checkbox"/> Evidence of implementation of AB 34 (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: 5/11/2021

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 checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, 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: 5/11/2021

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
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- 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	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</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):



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/11/2021**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/11/2021**

7598	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High															
Cash and Cash Equivalents		136,475	134,606	178,481	178,482		0	215,218	201,140	201,140		181,593	159,592	139,782	139,783
Current Assets		437,861	443,691	498,232	496,858		0	509,862	639,558	639,558		482,200	429,694	324,467	319,308
Fixed and Other Assets		57,183	57,183	57,183	58,558		0	43,925	221,536	221,535		161,824	161,824	162,800	162,799
Total Assets		495,044	500,874	555,415	555,416		0	553,787	861,093	861,093		644,024	591,518	487,267	482,107
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		144,060	151,154	149,058	159,339		0	195,217	428,699	448,499		137,799	110,273	50,801	85,641
Other Long Term Liabilities		52,695	52,695	60,283	50,004		0	52,695	0	0		55,351	10,235	40,000	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		196,756	203,849	209,341	209,343		0	205,496	428,699	448,499		193,150	165,624	90,801	85,641
Net Assets		298,288	297,025	346,074	346,073		346,379	348,291	432,394	412,594		450,874	425,893	396,466	396,466
Total Revenues	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	3,219,097	2,768,201	2,764,220	2,708,735	2,708,734
Total Expenditures	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	3,206,935	2,749,722	2,750,920	2,724,863	2,724,862
Net Income / (Loss)	94,531	1,284	18	49,068	96,925	74,700	305	2,218	86,323	66,521	12,162	18,479	13,299	(16,128)	(16,128)
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	94,531	1,284	18	49,068	96,925	74,700	305	2,218	86,323	66,521	12,162	18,479	13,299	(16,128)	(16,128)
Net Assets, Beginning	178,215	297,004	297,004	297,006	297,007	323,219	346,074	346,073	346,073	346,073	348,291	432,394	432,394	432,394	412,594
Adj. for restatement / Prior Yr Adj	0	0	3	0	(47,859)	0	0	0	(2)	0	(1,276)	0	(19,800)	(19,800)	0
Net Assets, Beginning, Adjusted	178,215	297,004	297,007	297,006	249,148	323,219	346,074	346,073	346,071	346,073	347,015	432,394	412,594	412,594	412,594
Net Assets, End	272,745	298,288	297,025	346,074	346,073	397,919	346,379	348,291	432,394	412,594	359,177	450,874	425,893	396,466	396,466

7598	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High										
Cash and Cash Equivalents	81,026	178,482	201,140	139,783	0		139,831	165,271	0	0
Current Assets	609,070	496,858	639,558	319,308	0		1,009,566	973,479	0	0
Fixed and Other Assets	77,383	58,558	221,535	162,799	0		113,464	127,706	0	0
Total Assets	686,463	555,416	861,093	482,107	0		1,123,030	1,101,185	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	289,442	159,339	448,499	85,641	0		618,968	648,992	0	0
Other Long Term Liabilities	100,004	50,004	0	0	0		40,000	40,000	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	389,446	209,343	448,499	85,641	0		658,968	688,992	0	0
Net Assets	297,007	346,073	412,594	396,466	0		464,062	412,193	0	0
Total Revenues	2,031,277	2,762,147	3,495,368	2,708,734	0	2,580,725	3,057,301	3,060,249	0	0
Total Expenditures	1,886,278	2,665,222	3,428,847	2,724,862	0	2,553,149	2,989,705	3,044,522	0	0
Net Income / (Loss)	144,999	96,925	66,521	(16,128)	0	27,576	67,596	15,727	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	144,999	96,925	66,521	(16,128)	0	27,576	67,596	15,727	0	0
Net Assets, Beginning	152,008	297,007	346,073	412,594	0	425,893	396,466	396,466	0	0
Adj. for restatement / Prior Yr Adj	0	(47,859)	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	152,008	249,148	346,073	412,594	0	425,893	396,466	396,466	0	0
Net Assets, End	297,007	346,073	412,594	396,466	0	453,469	464,062	412,193	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Bert Corona Charter High's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$396,466 and a net loss of (\$16,128). The 2020-2021 Second Interim projected positive net assets of \$412,193 and net income of \$15,727.</p> <p>According to YPI Charter Schools, Inc.'s (YPICS) independent audit report dated June 30, 2020, Bert Corona Charter High is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,025,224 and a net loss of (\$805,524). YPICS, without its charter schools, reported negative net assets of (\$16,373) and a net loss of (\$16,738). The organization attributed the reported net loss to home office staff's accrued vacation expenses. According to YPICS, there are no management fees charged to Bert Corona Charter High or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is positive.</p>		3																														
	<table border="1"> <thead> <tr> <th></th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$297,007</td> <td>\$346,073</td> <td>\$412,594</td> <td>\$396,466</td> <td>\$412,193</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$144,999</td> <td>\$49,066</td> <td>\$66,521</td> <td>(\$16,128)*</td> <td>\$15,727</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>		2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	Net Assets	\$297,007	\$346,073	\$412,594	\$396,466	\$412,193	Net Income/ Loss	\$144,999	\$49,066	\$66,521	(\$16,128)*	\$15,727	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)																											
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

*The school attributed the reported net loss in Fiscal Year 2019-2020 to additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic (the corresponding revenue will be recognized in Fiscal Year 2020-2021).

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 that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

1. Checks Outstanding for 90 Days or More (Recurring Issue):

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description	School's Responses
1	X6905	307394	8/20/2019	School Employee	\$1.46	438	16/17 STRS Refund	Will contact State Treasury Department
2	X6905	307672	11/15/2019	School Employee	\$722.60	351	WASC Visit Expense Reimbursement	Voided in March 2021
3	X6905	307695	11/20/2019	Sylmar Charter High School	\$325.00	346	Registration Fee - Girls Volleyball Tournament	Voided in March 2021
4	X6905	307813	1/10/2020	School Employee	\$23.63	295	18/19 STRS Refund	Will contact State Treasury Department



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

5	X6905	307814	1/10/2020	School Employee	\$5.29	295	18/19 STRS Refund	Will contact State Treasury Department
6	X6905	307815	1/10/2020	School Employee	\$12.67	295	18/19 STRS Refund	Will contact State Treasury Department
7	X6905	307817	1/10/2020	School Employee	\$5.48	295	18/19 STRS Refund	Will contact State Treasury Department
8	X6905	307823	1/10/2020	School Employee	\$6.10	295	18/19 STRS Refund	Will contact State Treasury Department
9	X6905	307831	1/10/2020	School Employee	\$13.52	295	18/19 STRS Refund	Will contact State Treasury Department
10	X6905	307812	1/10/2020	School Employee	\$21.76	295	18/19 STRS Refund	Will contact State Treasury Department
11	X6905	307903	1/30/2020	School Employee	\$247.50	275	GEAR UP and Relay Conferences Per Diem	Voided in March 2021
12	X6905	308111	4/9/2020	School Employee	\$38.11	205	Paint Set for Students Fun Activities	Will be voided and reissued
13	X6905	308177	5/6/2020	School Employee	\$27.50	178	USPS Reimbursement	Will be voided and reissued
Total					\$1,450.62			

The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.

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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

2. Check Reviews (Late Fees and Finance Charges):

Based on the CSD’s review of the school’s check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees	Finance Charges
1	307833	1/10/2020	Xerox Financial Services	Copier Lease	\$2,231.15	\$31.27	N/A
2	307931	1/31/2020	Xerox Financial Services	Copier Lease	\$3,990.72	\$96.78	N/A
3	307953	2/13/2020	Sparkletts	Bottle Water	\$10.00	\$10.00	N/A
4	308077	4/6/2020	AT&T	Fax	\$407.86	\$10.00	NA
5	309354	8/5/2020	AT&T	Fax	\$409.54	\$10.00	N/A
6	309384	8/19/2020	Quadient Finance USA, Inc.	7/20- Late Fee	\$51.47	\$39.00	\$12.47
7	309605	11/12/2020	Quadient Finance USA, Inc.	10/6/20- Late Fee	\$39.89	\$39.00	\$0.89
Total					\$7,140.63	\$236.05	\$13.36

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):

Based on the CSD’s review of the supporting documents provided by the school, the CSD noted six 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	3/24/2020	308072	School Employee	\$51.60	Stamps and remote for LSC parking lot
2	4/22/2020	308124	School Employee	\$519.89	Student activities supplies
3	4/29/2020	308141	School Employee	\$216.50	Classroom supplies
4	6/24/2020	308272	School Employee	\$469.44	Graduation supplies



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

5	8/5/2020	309358	School Employee	\$54.70	Document camera for SpEd assessment
6	10/9/2020	309475	School Employee	\$17.95	Staff PD (coffee)
Total				\$1,330.08	

Page 15 of YPICS’ 9/30/2019 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 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would 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). However, as of the date of this report, YPICS’ fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

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).

None noted.

Corrective Action Required:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Bert Corona Charter High offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$139,783, and total expenditures equal \$2,724,862. Therefore, the school's cash reserve level is 5.13%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
 - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
 - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

- 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 X0152 (Executive Administrator, Bert Corona Charter High)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 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)
 - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
 16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
 17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
 18. Equipment inventory was provided.
 19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
 20. The most current Audited Financial Statements are posted on the charter school's website.
 21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
 22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
 23. Bert Corona Charter High has historically engaged in intraorganizational borrowing to meet its cash flow needs. Bert Corona Charter High was approved to borrow up to \$450,000 from Bert Corona Charter according to YPICS's Board Resolution dated 11/10/2014. YPICS' 10/26/2020 governing board meeting minutes stated that Bert Corona Charter was facing challenges in obtaining drawn down funds for GEAR UP grants due to the YPI closure. To assist Bert Corona Charter High with its cash flow needs, Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. According to the school, as of February 2021, the intraorganizational borrowing balance was \$0. Per the 2019-2020 independent audit report, Bert Corona Charter High had a \$20,000 balance due to Bert Corona Charter as of June 30, 2020 borrowing from related parties or third-party lenders.
 24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
 25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

26. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. Bert Corona Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There was a variance of \$34,840 in Current Liabilities and a variance of **(\$40,000)** in Long-Term Liabilities. These variances were primarily due to the reclassification of Compensated Absences from Long-Term Liabilities to Current Liabilities.
29. LAUSD has determined that, as of the date of this report, the charter school owes \$ 346,288.67 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of \$37,175.04, \$87,700.55, \$74,024.28, and \$167,188.80 for Fiscal Years 2016-2017, 2017-2018, 2018-2019, and 2019-2020, respectively, less payments of \$19,800), and a dispute has been filed. As such, the school indicated that it has yet to accrue the amounts owed as a liability as of the date of this report. The CSD will continue to monitor this matter through oversight.

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: 5/11/2021

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/Learning Continuity and Attendance Plan are posted on the charter school’s website; 	<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/Learning Continuity and Attendance Plan are posted on the charter school’s website;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

<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"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. 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"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<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 four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ 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 four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

<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); 	<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 <i>feasible</i> 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: 5/11/2021

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.

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan 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 High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

<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/Learning Continuity and Attendance Plan are posted on the charter school’s website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies. 	<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/11/2021**

<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> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>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*

2020-2021 SCHOOL YEAR (REMOTE VERSION)**

FOR

MONSEÑOR OSCAR ROMERO MIDDLE - 8196

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

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.

** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 Local District:	
July 1, 2017 to June 30, 2022			2	Central	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 52	
323	375				
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by -13.87%	
6-8	6-8				
Norm Enrollment Number:			318		
Total Number of Staff Members:	39	Certificated:	17	Classified:	22
Charter School's Leadership Team Members:		Yvette King-Berg, ED; Rene Quon, Executive Administrator; Kevin Myers, Executive Administrator; Edwin Cruz, Student Services Coordinator; Karina Gamez, Coordinator of Operations; Cynthia Jimenez, Parent Coordinator; Freddy Zepeda, Coordinator of Instruction			
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education			
CSD Assigned Administrator:	Dr. Blanca Alves-Monaster		CSD Fiscal Services Manager:	Joseph Daee	
Other School/CSD Team Members:	None				
REMOTE Oversight Visit Date(s):	May 6, 2021		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.):	Yes, via Long-Term Lease		LAUSD Co-Location Campus(es) (if applicable):	Berendo Middle School	
			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	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive 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 2020-2021*. 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-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: 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). Evidence collected was from two sources: the website and binder 1.</p> <ul style="list-style-type: none"> • Organizational chart. • Bylaws signed September 10, 2018. • Current roster and contact information with six board members (also included on the website) • Committee Council Meetings, which included topics such as: <ul style="list-style-type: none"> ○ February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III. ○ September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update. • Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1. <p>G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:</p> <ul style="list-style-type: none"> • A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021. • 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. • The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021). • Board posts all agendas on the school’s website (board minutes are encouraged). • Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page. <p>G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> • Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included: 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted 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.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	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 system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a 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, nor any mandated committees/councils or a 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: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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
- Governing Board meetings are held in accordance with the requirements of SB 126

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input 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 (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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

The Governing Board has a system in place to ensure ongoing:

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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	<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 checked="" 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: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" 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 checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: The schoolwide Dashboard Chronic Absenteeism Indicator color is green. Monseñor Oscar Romero's 2019 Chronic Absenteeism Percentage was 6.0%, which was lower than the State at 10.1%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is red. Monseñor Oscar Romero's 2019 Average DFS was -73.7%, which is lower than the State 2019 Average DFS at -2.5%.</p> <p>A2: The schoolwide Dashboard Math Indicator color is red. Monseñor Oscar Romero's 2019 Average DFS was -119.8%, which is lower than the State's 2019 Average DFS at -33.5%.</p> <p>A8: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -100.7 vs. -45.1 points; Latino at -73.9 vs. -26.6 points; Socioeconomically Disadvantaged at -74.1 vs. -30.1 points; and Students with Disabilities at -133.0 vs. -88.1 points.</p> <p>A9: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages in Math, as follows: English Learners at -147.7 vs. -68.6 points; Latino at -120.3 vs. -62.2 points; Socioeconomically Disadvantaged at -120.3 vs. -63.7 points; and Students with Disabilities at -197.1 vs. -119.4 points.</p> <p>A1/A2/A8/A9: The school leadership from Monseñor Oscar Romero's has noted the following steps to address the low academic performance in ELA and Math for all students and numerically significant subgroups:</p> <ul style="list-style-type: none"> • Adoption of a comprehensive curriculum for ELA and adoption of iReady Reading Diagnostic. • Implementation of additional intervention support in ELA – (EL snapshots and EL Academic Aides and SFA leveled classes). • Established weekly individual instructional coaching for all teachers. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- Continued to focus on standards-based grading, project-based learning and using technology to enhance engagement and learning.

A6: The schoolwide Dashboard Suspension Rate Indicator color is yellow. Monseñor Oscar Romero's percentage of students suspended at least once was 12.0%, which was higher than the State's at 3.4%. The school's leadership has noted the following:

- Hiring a New Executive Administrator and Coordinator of Culture and Climate.
- Hiring of Coordinator of Student Services and School Culture and Climate Manager.
- Student behavior management trainings with Restorative Practices as well as full PD days dedicated to training staff on providing student with socio-emotional supports.
- Positive Behavior Support Systems Team meets and monitors the highest need students in terms of behavioral intervention and socioemotional support.
- Student Success and Progress teams of staff and family members to assist students in improving poor academic, behavioral and attendance metrics.

A11: The school reclassifies English Learners at 4.4%, which is at a rate lower than the state average at 13.8%. The school's leadership has noted in response to the high At-Risk rate:

- Academic Aides providing support to students during class and after school.
- Success for All classes to give us the opportunity to focus on closing gaps that students have in reading and writing.
- Unpacking standards and creating bite-sized learning outcomes.

Corrective Action Required

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

Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 52.8%, which was higher than the state at 48.3%. The school 2019 Performance Level was Medium.

A11: 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

****EL Masterplan needs to be updated to include *i-Ready*.**

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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 type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - 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"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - 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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - 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"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - 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"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<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) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

<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) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - 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 (Additional info within "Notes" section above) (B2.4) <input type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Perfor man	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

	<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</p>
<p>N/A</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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, as evidenced by Binder 3 and other documentation:</p> <ul style="list-style-type: none"> • The school provided their COVID/Safety-re-opening plan checklist which includes tasks such as safety signage, mark spots for line, line signs, temperature taking, symptom check questions, and arrows for traffic. • A MORCS Executive Administrator Board Report which provides details regarding re-opening and website to communicate any pans, schedule, uniforms, student supplies, weekly COVID testing details, etc. • MORCS Re-Opening Implementation Plan, with day-by-day details such as Virtual Orientation for 6th grade, Staff/Student COVID testing, and needs assessment. • Student Return to Campus Contract with delineated expectations to support healthy habits and lessened safety risks. • Evacuation and Lockdown Drill training PD dated May 10, 2021. • Scheduled two drills after return to campus: Evacuation Drill and Lockdown Drill/Evacuation Formation Maps. <p>O2: 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, as evidenced by:</p> <ul style="list-style-type: none"> • Essential Safety Checklist and Certificate of Occupancy from the Office of Environmental Health and Safety. • TDAP certification dated September 24, 2020 with 116 students enrolled as of September 24, 2020 with 5 students missing Tdap. The school provided process for communication to families regarding vaccination TDAP compliance and step by step follow up with families to ensure all students have completed TDAP prior to attending school. • Evidence via pictures that the school maintains current epinephrine auto injector. Documentation of training in the form of email verifying the training date (April 26, 2021) and a handout for such training. • Certification via letter as evidence that the school provides adequate free or reduced priced meal each day per AB1871 (signed by Board Chair). <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, as evidenced by:</p> <ul style="list-style-type: none"> • District Validation Review which was completed in 2018-2019. • Professional Development, some of the topics: 4 Best Practices for Distance Learning to Support Students Who Learn and Think Differently; Co-Teaching Virtually; and Using Intervention models to support students with high needs. • The school leadership provided the following updates to Welligent reports: <ul style="list-style-type: none"> ○ 300 report: 7 in tier 4; 4 in tier 5; and 4 in tier 6 - provided status and next action steps to ensure all services are below Tier 4. • 200 report: 3 overdue IEP's, provided update and assurance that IEP's are scheduled/in progress. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns, as evidenced by:

- Evidence – binder 3.3J; included a letter to parents to keep them informed of weekly goals to provide support in and out of the classroom. Goals included academic areas such as math, reading, writing, listening and speaking.
- Agenda from SSC February 3, 2021 included topics such as consolidated application, LCAP review of financials, iReady testing results (LCAP Update), enrollment, etc.

O11: 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 as evidenced by documentation and leadership report:

- The school leadership reported:
 - The Leadership in Instruction Team provides individual weekly coaching meetings focusing on data, observation/feedback and Instructional Rounds. The LIT team is still learning data collection to be able to capture current data of actual observations, coaching and sessions.
 - LIT team conducts weekly classroom walkthroughs as evidenced by the LIT team schedule provided and weekly meeting notes.
 - They are using wet stone to collect data, (through Relay training), we have implemented higher level of teacher support and coaching. Weekly lesson plans, coaching (data, observation and feedback, data rounds) and discussion during weekly PD.
- Evidence of a Team Meeting PD dated April 12, 2021 where teachers have an opportunity to reflect on their use of strategies in utilizing exemplars and reflecting upon refining strategies. Teachers had an opportunity to share, provide context and reflect upon their “glows, grows and next steps.”
- The school leader shared as evidence a two coaching videos- topic: data with the purpose on data reflection and providing next steps to the data analysis.
- Evidence of Quick Meeting – Coaching meetings with shared notes, glows, grows, and questions.

Areas Noted for Further Growth and/or Improvement

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 evidenced by:

- 3.3a Standards Based Instructional Programs summary with links to curriculum mapping.
- The school leadership noted instructional planning includes several stages: stage 1: Scope and Sequence; Stage 2: Rubric Writing; Stage 3: Unit Plan Creation; Stage 4: Critical Friends discussion and tuning protocol ; and Stage 5: Hallmarks and strategy alignment.
- Evidence of YPICS Curricular Maps with CASA/Service-Learning Focus curriculum by unit with suggested timeframe, common core or California State Standards, Main Outcomes, Essential Questions and Service Learning/CASA connections at different stages of development as some of the Maps were not fully developed for the 2020-2021 school year, while others such as 6th grade Science were dated for the 2016-2017 school year; 7th grade Science dated 2017-2018 school year; 8th grade Science dated 2018-2019 school year.
- Per leadership, all teachers shared unit writing by looking at the YPICS curriculum maps.
- The school is on their second year of implementation of iReady, which includes differentiated instruction, online instruction, assessments, and teacher resources.

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 evidenced by:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- The school leadership noted using Academic Aides to support English Learners by creating learning profiles with domain specific objectives.
- Designated teaching blocks for Math Support and SFA classes taught by ELA and History teachers who work on lessons that target the 4 core domains of reading writing, speaking and listening.
- Currently 40% of Els have met their growth goals per Reading diagnostic while 45% have met their growth goals in Math diagnostic.
- The school provided snapshots with i-Ready data which provides student annual typical growth, annual stretch growth and placement on the scale score. Diagnostic growth data provided for the end of year review is dated August 12, 2020.
- Per leadership, 40% of Els have met their growth goals in the Reading diagnostic, while 45% have met their growth goals in the Math diagnostic.
- Based on the iReady data provided in Math, 297/323 students assessed: 17% of students at the beginning of 2020-2021 are at or above grade level, with a breakdown per grade level as follows:
 - 22% in 6th grade; 16% in 7th grade; 16% in 8th grade.
 In Reading, 279/323 students assessed: 25% of students are at or above grade level with a breakdown per grade level as follows:
 - 22% in 6th grade; 24% in 7th grade; and 26% in 8th grade.
- A sample of an Individualized English Learner Support Plan snapshot that includes goals and supports (this one dated 2018-2019), with classroom supports and accommodations, domain specific objectives, the student's academic profile (ELAPC, domains, reclassification status, NWEA/MAP Data, grades data), and follow up.
- A schedule noting "pull-outs" (2019-2020 fall tutor schedules).

O5: The school has partially implemented the key features of the educational program described in the charter as evidenced by:

- A PowerPoint titled: Standards-Based Grading for Mastery-Planning and Practice Overview.
- Professional development topics included: Get Better Faster. A handout of the SFA Program Description.
- In addition, evidence of the SFA program was included in the form of data from the iReady Diagnostic and schedules.

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, as evidenced:

- Leadership provided a MORCS restorative justice needs assessment implementation recommendations, which included the following insightful information (taken in 2019-2021):
 - 90% of the faculty members have participated in 2 or fewer restorative professional developments.
 - 60% of the faculty members said they were interested in increasing their use of restorative practices.
 High level implementation recommendations included:
 - Formalize and document restorative practices from referral to follow up; incorporate the use of written accountability agreements; improve transparency in process and outcomes of Tier 3; include harmed individual in decisions; increase the use of restorative circles; increase the use of re-entry circles in cases where student was separated from the school.
 - Establish norm around non-violence and peacemaking; kindness curriculum into classrooms; deepen cooperation and positive interdependence by creating shared responsibility for achieving the school's goals on and off campus.
 - Train all staff on the 11 essential skills and knowledges and increase the use of proactive restorative practices in the classroom.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- Evidence of PD on Restorative Practices for Educators dated March 22-23, 2021.
 - Anti-bullying program virtual training email dated February 24, 2021.
 - MTSS Intake form sample with student name; grade; summary of needs, academic, behavioral socioemotional and attendance needs rating; average; other comments; EL; SPED; date; notes; next steps; and staff lead.
 - The 2019 suspension rate for MORCS is 12% and the dashboard color is yellow.
- O9: Parent complaint online is UCP only on the parent section, ensure parent section also includes process for General Complaints.
- 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 Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 1767 implementation (grades K-6) (B3.1g) <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 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 applicable law
- 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)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens 	<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 type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<i>The school has:</i>		
<ul style="list-style-type: none"> Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), 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 checked="" 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) <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"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4b)</p> <p><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)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j)</p> <p><input type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6)</p> <p><input checked="" type="checkbox"/> Virtual Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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	<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 in alignment with the school's charter (B3.3k) <input type="checkbox"/> Virtual 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 • Provides special education training for staff • 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	
<ul style="list-style-type: none"> <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 <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 <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 <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 	<ul style="list-style-type: none"> <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 documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 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 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 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<i>The school:</i>	
<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 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b)</p> <p><input type="checkbox"/> Interview of teachers and/or other staff</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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 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 (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed 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 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 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 system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2021**

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 checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- 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 checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</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):



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

8196	2017-2018					2018-2019					2019-2020				
	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
Monseñor Oscar Romero Charter Middle															
Cash and Cash Equivalents		1,210,062	1,206,380	5,514,805	5,461,380		0	1,601,636	2,788,432	2,788,433		2,463,044	2,403,782	2,889,742	2,889,828
Current Assets		1,662,547	1,643,137	5,883,465	5,882,314		0	2,242,231	3,350,157	3,350,158		3,050,966	3,036,562	3,605,738	3,605,823
Fixed and Other Assets		15,756,756	15,757,006	23,126,870	23,423,020		0	30,279,989	28,913,251	28,913,251		28,318,362	28,316,644	28,243,018	28,243,018
Total Assets		17,419,302	17,400,143	29,010,335	29,305,334		0	32,522,220	32,263,408	32,263,409		31,369,328	31,353,206	31,848,756	31,848,841
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		209,960	190,142	4,078,263	4,106,556		0	605,702	1,136,672	1,159,164		986,426	919,670	1,301,700	1,465,918
Other Long Term Liabilities		7,869,977	7,869,977	7,903,472	7,848,092		0	7,772,940	7,844,033	7,821,628		7,672,652	7,672,652	7,691,150	7,527,017
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		8,079,938	8,060,119	11,981,735	11,954,648		0	8,378,642	8,980,704	8,980,792		8,659,077	8,592,322	8,992,850	8,992,935
Net Assets		9,339,365	9,340,024	17,028,600	17,350,686		24,643,712	24,143,578	23,282,704	23,282,617		22,710,251	22,760,884	22,855,906	22,855,906
Total Revenues	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	11,223,654	4,538,877	4,715,057	4,797,564	4,702,564	4,702,563
Total Expenditures	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	5,291,723	5,182,703	5,287,510	5,319,297	5,129,275	5,129,274
Net Income / (Loss)	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	5,931,931	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)
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	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	5,931,931	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)
Net Assets, Beginning	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	17,350,686	24,143,577	23,282,704	23,282,704	23,282,704	23,282,617
Adj. for restatement / Prior Yr Adj	0	43,300	43,299	43,299	0	0	0	0	322,089	0	(498,852)	0	(87)	(87)	0
Net Assets, Beginning, Adjusted	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	17,350,686	23,644,725	23,282,704	23,282,617	23,282,617	23,282,617
Net Assets, End	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	23,282,617	23,000,899	22,710,251	22,760,884	22,855,906	22,855,906

8196	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Monseñor Oscar Romero Charter Middle										
Cash and Cash Equivalents	13,267,671	5,461,380	2,788,433	2,889,828	0		1,442,763	1,471,791	0	0
Current Assets	13,624,341	5,882,314	3,350,158	3,605,823	0		3,293,151	3,291,693	0	0
Fixed and Other Assets	6,400,377	23,423,020	28,913,251	28,243,018	0		27,430,967	27,473,415	0	0
Total Assets	33,292,389	34,766,714	35,051,842	34,738,669	0		32,166,881	32,236,909	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	12,232,086	4,106,556	1,159,164	1,465,918	0		925,284	941,197	0	0
Other Long Term Liabilities	3,171,088	7,848,092	7,821,628	7,527,017	0		7,495,024	7,495,023	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	15,403,174	11,954,648	8,980,792	8,992,935	0		8,420,308	8,436,220	0	0
Net Assets	17,889,215	22,812,066	26,071,050	25,745,734	0		23,746,573	23,800,689	0	0
Total Revenues	6,568,692	16,645,758	11,223,654	4,702,563	0	4,299,621	5,155,874	4,981,163	0	0
Total Expenditures	3,844,921	3,916,616	5,291,723	5,129,274	0	5,009,355	5,707,970	5,508,181	0	0
Net Income / (Loss)	2,723,771	12,729,142	5,931,931	(426,711)	0	(709,734)	(552,096)	(527,018)	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	2,723,771	12,729,142	5,931,931	(426,711)	0	(709,734)	(552,096)	(527,018)	0	0
Net Assets, Beginning	1,897,773	4,621,544	17,350,686	23,282,617	0	22,760,884	22,855,906	22,855,906	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,897,773	4,621,544	17,350,686	23,282,617	0	22,760,884	22,855,906	22,855,906	0	0
Net Assets, End	4,621,544	17,350,686	23,282,617	22,855,906	0	22,051,150	22,303,810	22,328,888	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p>						3
<p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>						
<p>Monseñor Oscar Romero Charter Middle’s fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$22,855,906 and a net loss of (\$426,711). The 2020-2021 Second Interim projected positive net assets of \$22,328,888 and a net loss of (\$527,018).</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2020, Monseñor Oscar Romero Charter Middle is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,025,224 and a net loss of (\$805,524). YPICS, without its charter schools, reported negative net assets of (\$16,373) and a net loss of (\$16,738). The organization attributed the reported net loss to home office staff’s accrued vacation expenses. According to YPICS, there are no management fees charged to Monseñor Oscar Romero Charter Middle or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p>						
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>						
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	
Net Assets	\$4,621,544	\$17,350,686	\$23,282,617	\$22,855,906	\$22,328,888	
Net Income/ Loss	\$2,723,771 ¹	\$12,729,142 ¹	\$5,931,931 ¹	(\$426,711)²	(\$527,018)³	
Transfers In/ Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- ¹The significant increases in the school’s fiscal operational results were primarily 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.
- ² The operating loss reported for Fiscal Year 2019-2020 was primarily due to \$819,474 in depreciation expenses charges (non-cash in nature) recognized in the school’s Proposition 1D property.
- ³The projected net loss for Fiscal Year 2020-2021 was primarily due to \$814,525 in depreciation expenses, similar to the explanation provided above.

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 that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

1. Checks Outstanding for 90 Days or More (Recurring Issue):

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school’s 2019-2020 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description	School's Responses
1	X6905	307394	8/20/2019	School Employee	\$1.46	438	16/17 STRS Refund	Will contact State Treasury Department
2	X6905	307672	11/15/2019	School Employee	\$722.60	351	WASC Visit Expense Reimbursement	Voided in March 2021



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

3	X6905	307695	11/20/2019	Sylmar Charter High School	\$325.00	346	Registration Fee - Girls Volleyball Tournament	Voided in March 2021
4	X6905	307813	1/10/2020	School Employee	\$23.63	295	18/19 STRS Refund	Will contact State Treasury Department
5	X6905	307814	1/10/2020	School Employee	\$5.29	295	18/19 STRS Refund	Will contact State Treasury Department
6	X6905	307815	1/10/2020	School Employee	\$12.67	295	18/19 STRS Refund	Will contact State Treasury Department
7	X6905	307817	1/10/2020	School Employee	\$5.48	295	18/19 STRS Refund	Will contact State Treasury Department
8	X6905	307823	1/10/2020	School Employee	\$6.10	295	18/19 STRS Refund	Will contact State Treasury Department
9	X6905	307831	1/10/2020	School Employee	\$13.52	295	18/19 STRS Refund	Will contact State Treasury Department
10	X6905	307812	1/10/2020	School Employee	\$21.76	295	18/19 STRS Refund	Will contact State Treasury Department
11	X6905	307903	1/30/2020	School Employee	\$247.50	275	GEAR UP and Relay Conferences Per Diem	Voided in March 2021
12	X6905	308111	4/9/2020	School Employee	\$38.11	205	Paint Set for Students Fun Activities	Will be voided and reissued
13	X6905	308177	5/6/2020	School Employee	\$27.50	178	USPS Reimbursement	Will be voided and reissued
Total					\$1,450.62			



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.

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.

2. Check Reviews (Late Fees and Finance Charges):

Based on the CSD's review of the school's check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees	Finance Charges
1	307833	1/10/2020	Xerox Financial Services	Copier Lease	\$2,231.15	\$31.27	N/A
2	307931	1/31/2020	Xerox Financial Services	Copier Lease	\$3,990.72	\$96.78	N/A
3	307953	2/13/2020	Sparkletts	Bottle Water	\$10.00	\$10.00	N/A
4	308077	4/6/2020	AT&T	Fax	\$407.86	\$10.00	NA
5	309354	8/5/2020	AT&T	Fax	\$409.54	\$10.00	N/A
6	309384	8/19/2020	Quadient Finance USA, Inc.	7/20- Late Fee	\$51.47	\$39.00	\$12.47
7	309605	11/12/2020	Quadient Finance USA, Inc.	10/6/20- Late Fee	\$39.89	\$39.00	\$0.89
Total					\$7,140.63	\$236.05	\$13.36

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):

Based on the CSD's review of the supporting documents provided by the school, the CSD noted six 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	3/24/2020	308072	School Employee	\$51.60	Stamps and remote for LSC parking lot
2	4/22/2020	308124	School Employee	\$519.89	Student activities supplies
3	4/29/2020	308141	School Employee	\$216.50	Classroom supplies
4	6/24/2020	308272	School Employee	\$469.44	Graduation supplies
5	8/5/2020	309358	School Employee	\$54.70	Document camera for SpEd assessment
6	10/9/2020	309475	School Employee	\$17.95	Staff PD (coffee)
Total				\$1,330.08	

Page 15 of YPICS’ 9/30/2019 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 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would 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). However, as of the date of this report, YPICS’ fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

None noted.

Corrective Action Required:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Monseñor Oscar Romero Charter Middle offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$2,889,828, and total expenditures equal \$5,129,274. Therefore, the school's cash reserve level is 56.34%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
 - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
 - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

- 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 X0152 (Executive Administrator, Bert Corona Charter High)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 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)
 - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
 16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
 17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
 18. Equipment inventory was provided.
 19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
 20. The most current Audited Financial Statements are posted on the charter school's website.
 21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
 22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
 23. The school shared that it is engaged in intraorganizational borrowing. Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. The stated purpose of this loan is to assist Bert Corona Charter High with its cash flow needs. The governing board meeting minutes reflecting the approval of this intraorganizational borrowing were provided. Per the school's most recent reconciliation (February 2021), the intraorganizational borrowing balance was \$0. Additionally, per the 2019-2020 audit report, Monseñor Oscar Romero Charter Middle was awarded \$15,643,256 through Proposition 1D of which \$7,821,628 was a grant and \$7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2020 the outstanding balance on this loan was \$7,728,851. A copy of the Funding Agreement between the State of California and Monseñor Oscar Romero Charter Middle and the Memorandum of Understanding by and among Monseñor Oscar Romero Charter Middle, Los Angeles Unified School District, and the State of California was provided to the CSD.
 24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
26. Pursuant to AB 1871, a signed written statement that indicates that Monseñor Oscar Romero Charter Middle is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. Monseñor Oscar Romero Charter Middle did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There was a variance of \$164,218 in Current Liabilities and a variance of **(\$164,133)** in Long-Term Liabilities. These variances were primarily due to the reclassification of Compensated Absences from Long-Term Liabilities to Current Liabilities and the recording of the current portion of the Charter School Facilities Program loan in Current Liabilities.

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

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/Learning Continuity and Attendance Plan are posted on the charter school’s website; 	<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/Learning Continuity and Attendance Plan are posted on the charter school’s website;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 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; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ 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 ○ Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

<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 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>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 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><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); 	<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 <i>feasible</i> 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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

<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>7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</p> <p>8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</p> <p>9. Have an audit conducted annually by an independent auditing firm; and</p> <p>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> <p>1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</p> <p>2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</p> <p>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;</p> <p>4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</p> <p>5. Current audit shows no material weaknesses, deficiencies and/or findings;</p> <p>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>7. There is no apparent conflict of interest; and</p> <p>8. Governing board approves any amendment(s) to the charter school’s budget.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p></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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

<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/Learning Continuity and Attendance Plan are posted on the charter school's website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies. 	<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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

<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> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Coversheet

Recommendation to Select CliftonLarsonAllen LLP to Complete the Audit ending June 30, 2022

Section: VI. Items Scheduled For Action
Item: B. Recommendation to Select CliftonLarsonAllen LLP to Complete the
Audit ending June 30, 2022
Purpose: Vote
Submitted by:
Related Material: CLA Engagement Letter June 30 2022.pdf
FAQ Procurment Federal and State Funds (1).pdf



CliftonLarsonAllen LLP
2210 East Route 66
Glendora, CA 91740

phone 626.857.7300 fax 626.857.7302
CLAconnect.com

February 21, 2022

Board of Directors and Management
YPI Charter Schools
10660 White Oak Ave B101
Granada Hills, CA 91344

Dear Members of the Board and Management:

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit and nonaudit services CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") will provide for YPI Charter Schools ("you," "your," "the entity", or "the Organization") for the year ended June 30, 2022.

Marlen Gomez is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the third consecutive year Marlen Gomez will be the engagement principal.

Scope of audit services

We will audit the financial statements of YPI Charter Schools, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of supplementary information.
- Preparation of adjusting journal entries.
- Prepare the Data Collection Form.
- Preparation of informational tax returns.



CLA is an independent member of Nexia International, a leading, global network of independent accounting and consulting firms. See [nexia.com/member-firm-disclaimer](https://www.nexia.com/member-firm-disclaimer) for details.

February 21, 2022
YPI Charter Schools.
Page 1

Audit objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Reporting on compliance related to state programs and expressing an opinion (or disclaimer of opinion) on compliance with the laws and regulations of the state programs in accordance with the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing*

February 21, 2022
YPI Charter Schools.
Page 2

Standards in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion on the financial statements or the single audit compliance opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance. Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

February 21, 2022
YPI Charter Schools.
Page 3

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the

February 21, 2022
YPI Charter Schools.
Page 4

objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether

February 21, 2022
YPI Charter Schools.
Page 5

there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to

February 21, 2022
YPI Charter Schools.
Page 6

perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions,

February 21, 2022
YPI Charter Schools.
Page 7

and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will prepare a draft of your supplementary information. Since the preparation of the supplementary information in accordance with the applicable criteria is your responsibility, you will be required to review, approve, and accept responsibility for the supplementary information prior to its issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on the supplementary information.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.
- We will prepare the Data Collection Form. Management is responsible to review for completeness and accuracy before submitting to the Federal Audit Clearing House.
- We will prepare the organization's federal Form 990 and applicable state filings in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible. We will not audit or independently verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

February 21, 2022
YPI Charter Schools.
Page 8

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Use of financial statements

The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the audited financial statements in a document, such as an annual report or an offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit approximately in May 2022.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

February 21, 2022
YPI Charter Schools.
Page 9

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

We are available to perform additional procedures with regard to fraud detection and prevention, at your request, as a separate engagement, subject to completion of our normal engagement acceptance procedures. The terms and fees of such an engagement would be documented in a separate engagement letter.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Cognizant or Grantor Agency, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Cognizant or Grantor Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the entity to any persons without the authorization of entity management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our relationship with you is limited to that described in this letter. As such, you understand and agree that we are acting solely as independent accountants. We are not acting in any way as a fiduciary or assuming any fiduciary responsibilities for you. We are not responsible for the preparation of any report to any governmental agency, or any other form, return, or report or for providing advice or any other service not specifically recited in this letter.

February 21, 2022
YPI Charter Schools.
Page 10

Our engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Mediation

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

Time limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

February 21, 2022
 YPI Charter Schools.
 Page 11

Estimated Fees

Our professional fees will be billed based on the time involved and the degree of responsibility and skills required. We will also bill for expenses (including internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. Based on our preliminary estimates, the price for the engagement is as follows:

Professional Service		Amount
Audit services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$5,000 per additional federal program)	\$	22,600
Data Collection Form SF-FAC and single audit reporting package	\$	975
Informational tax return services	\$	2,300
Technology and client support fee	\$	1,300
Total	\$	27,175

Additional state compliance procedures related to changes to the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will be billed as out-of-scope. This includes independent study testing requirements if the threshold for testing is met.

The estimated fees are based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated price for services will likely be higher. If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and related fees and to reimburse us for all out-of-pocket expenditures through the date of termination. There is a ten percent withholding clause per Education Code 14505.

Unanticipated services

We do not anticipate encountering the need to perform additional services beyond those described in this letter. Below are listings of services considered to be outside the scope of our engagement. If any such service needs to be completed before the audit can proceed in an efficient manner, we will determine whether we can provide the service and maintain our independence. If appropriate, we will notify you and provide a fair and reasonable price for providing the service. We will bill you for the service at periodic dates after the additional service has been performed.

February 21, 2022
YPI Charter Schools.
Page 12

Bookkeeping services

Bookkeeping services are not audit services. Bookkeeping services include the following activities:

- Preparation of a trial balance
- Account reconciliations
- Bank statement reconciliations
- Capital asset accounting (e.g., calculating depreciation, identify capital assets for additions and deletions)
- Calculating accruals
- Analyzing transactions for proper recording
- Converting cash basis accounting records to accrual basis
- Assisting in calculating tax provisions
- Preparation of financial statements and the related notes to the financial statements
- Processing immaterial adjustments through the financial statements
- Adjusting the financial statements for new activities and new disclosures

Additional work resulting from unanticipated changes in your organization or accounting records

If your organization undergoes significant changes in key personnel, accounting systems, and/or internal control, we are required to update our audit documentation and audit plan. The following are examples of situations that will require additional audit work:

- Revising documentation of your internal control for changes resulting from your implementation of new information systems
- Deterioration in the quality of the entity's accounting records during the current-year engagement in comparison to the prior-year engagement
- Significant new accounting issues
- Significant changes in your volume of business
- Mergers, acquisitions, or other business combinations
- New or unusual transactions

February 21, 2022
YPI Charter Schools.
Page 13

- Changes in audit scope or requirements resulting from changes in your activities
- Erroneous or incomplete accounting records
- Evidence of material weaknesses or significant deficiencies in internal control
- Substantial increases in the number or significance of problem loans
- Regulatory examination matters
- Implementation or adoption of new or existing accounting, reporting, regulatory, or tax requirements
- New financial statement disclosures

Changes in engagement timing and assistance by your personnel

The fee estimate is based on anticipated cooperation from your personnel and their assistance with timely preparation of confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, we will advise management. Additional time and costs may be necessary because of such unanticipated delays. Examples of situations that may cause our estimated fee to increase include:

- Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents)
- Rescheduling our fieldwork
- Schedule disruption caused by litigation, financial challenges (going concern), loan covenants (waivers), etc.
- Identifying a significant number of proposed audit adjustments
- Schedules prepared by your personnel that do not reconcile to the general ledger
- Numerous revisions to information and schedules provided by your personnel
- Restating financial statements for accounting errors in the prior year
- Lack of availability of entity personnel during audit fieldwork

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

February 21, 2022
YPI Charter Schools.
Page 14

Changes related to COVID-19

COVID-19 continues to have significant direct and indirect impacts on financial reporting, disclosure requirements, and the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Other fees

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

Consent

Consent to use information for benchmarking analysis

In an effort to better serve the needs of our clients, we develop a variety of benchmark, performance indicator, and predictive analysis reports, using anonymized client data obtained from our audit, tax, and other engagements. Business and financial information that you provide to us may be combined with information from other clients and included within the aggregated data that we use in these reports. While some of these analytical reports will be published and released publicly, please be assured that the separate information that we obtain from you will remain confidential, as required by the AICPA Code of Professional Conduct.

Subcontractors

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement.

February 21, 2022
YPI Charter Schools.
Page 15

Agreement

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

DocuSigned by:
Marlen Gomez
DBE69E3D16CE49A...

Marlen Gomez, CPA
Principal
626-857-7300
Marlen.Gomez@claconnect.com

In Process

Response:

This letter correctly sets forth the understanding of YPI Charter Schools.

Authorized management signature: _____

Title: Executive Director

Date: _____



Certificate Of Completion

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Client Number: 213-111460	
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Certificate Pages: 5	Initials: 0
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	Suite 300
	Minneapolis, MN 55402
	Dilini.Gunatilaka@claconnect.com
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Signer Events

Marlen Gomez
 marlen.gomez@claconnect.com
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Yvette King-Berg
 ykingberg@ypics.org
 Executive Director
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In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
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Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

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Parties agreed to: Marlen Gomez, Yvette King-Berg

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FAQ: Procurement of Goods and Services with Federal Grants

A grantee may acquire a variety of commercially available goods or services in connection with a grant-supported project or program. Grantees can use their own procurement procedures that reflect applicable state and local laws and regulations, as long as those procedures conform to the following applicable U.S. Department of Health and Human Services (HHS) regulations:

- HHS regulations at 45 CFR § 74.40 through § 74.48, Procurement Requirements for Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations http://www.access.gpo.gov/nara/cfr/waisidx_07/45cfr74_07.html
- HHS regulations at 45 CFR Part 92, Procurement Requirements for State, Local and Tribal Governments
 - States must follow the requirements at Title 45 Code of Federal Regulations(CFR) § 92.36 (a). Generally, States must follow the same policies and procedures they use for procurements from non-Federal funds.
 - Local and Tribal governments must follow the requirements at 45 CFR § 92.36 (b) through (i).

Responsibility

The grantee is responsible for the settlement and satisfaction of all contractual and administrative issues related to contracts entered into in support of an award. This includes disputes, claims, protests of award, source evaluation, or other matters of a contractual nature.

Avoiding Conflicts of Interest

Grantees shall avoid real or apparent organizational conflicts of interests and non-competitive practices among contractors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft grant applications, or contract specifications, requirements, statements of work, invitations for bids, and/or requests for proposals shall be excluded from competing for such procurements.

Contracts Pre-existing to the Grant Award

When a grantee enters into a service-type contract in which the term is not concurrent with the budget period of the award, the grantee may charge the costs of the contract to the budget period in which the contract is executed:

- The awarding office has been made aware of this situation either at the time of application or through post-award notification.
- The contract was solicited and secured in accordance with Federal procurement standards.
- The recipient has a legal commitment to continue the contract for its full term.
- Contract costs will be allowable only to the extent that they are for services provided during the grant's period of performance. The grantee will be responsible for contract costs that continue after the end of the grant budget period.
- **Piggybacking onto existing, open contracts is generally unallowable.**

Factors that should be considered when selecting a contractor are:

- Contractor integrity;
- Compliance with public policy;
- Record of past performance;
- Financial and technical resources;
- Responsive bid; and
- Excluded Parties Listing (Debarred Contractors <https://www.epls.gov/>).

Contracts will be normally competitively bid unless:

- The item is available only from a single source;
- After solicitation of a number of sources, competition is determined inadequate; or
- Meets the requirements of simplified acquisition.

Simplified Acquisition

Procedures shall be used to the maximum extent practicable for all purchase of supplies or services not exceeding the simplified acquisition threshold. The threshold for purchases utilizing the Simplified Acquisition Procedures cannot exceed \$100,000. Procurement actions may not be split to avoid competition thresholds. The simplified acquisition procedures were not developed to eliminate competition but to reduce administrative costs, improve opportunities for small, small disadvantaged, and women-owned small business concerns, promote efficiency and economy in contracting, and avoid unnecessary burdens.

FREQUENTLY ASKED QUESTIONS

Q1: What procurement rules and requirements are capital grant recipients expected to comply with?

A1: As recipients of Federal grant funds, health centers are already expected to comply with procurement regulations that apply to Federal grantees. These same requirements and regulations apply to any contracts entered into using capital grant funds. Alteration/renovation and construction projects usually are carried out through one or more contracts under the grant. Therefore, the circumstances of the procurement are critical to the successful completion of the grant-supported project. All capital projects proposed to be completed under contractual arrangements **must be procured** by the methods described in 45 CFR § 74.40 through § 74.48 or in § 92.36, as applicable. It is the grantee's responsibility to make every effort to award any contract(s) under a process where maximum competition is achieved in order to obtain the most reasonable price.

Q2: Can you please clarify when it is allowable to hire/contract without competitive bidding?

A2: If the goods or services are only available from a single source, or if the transaction meets the requirements for simplified acquisition. The Federal threshold for simplified acquisition procedures for the procurement of goods and services is \$100,000; contracts of \$100,000 or more need to go through competitive bidding 45 CFR § 92.36 (b) through (i). Contracts secured under the simplified acquisition procedure must still document that the grantee took actions to ensure that it is receiving the best price for the services/goods purchased (e.g., document three (3) separate price quotes for equipment and justify why one was chosen).

Q3: What if the grantee is a division of State or local government and the State or local government has more stringent requirements around procurement?

A3: State and local government grantees and subgrantees must comply with their written procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in 45 CFR § 92.36. State and local government grantees and subgrantees will conduct procurements in a manner that prohibits the use of statutorily or administratively imposed in-State or local geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographic preference. Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criteria provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. It is the grantee's responsibility to comply with State and local laws, and HRSA encourages grantees to ensure they are aware of and are complying with all applicable State and local laws. HRSA may not be able to fund a project that is clearly in violation of a State or local law.

Q4: Does the grantee need to publish the results of an open but private bid?

A4: The grantee does not need to publish the results but does have to document the rationale for the selected contractor and ensure that the selection criteria were evenly applied to all bids.

The following questions and answers are based upon HHS regulations at 45 CFR § 74.40 through § 74.48, Procurement Requirements for Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations

Q5: What requirements exist regarding competitive bidding and contractors that developed components of the capital grant application?

A5: Per 45 CFR §74.43, procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open, and free competition. The recipient shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft grant applications, or contract specifications, requirements, statements of work, invitations for bids and/or requests for proposals shall be excluded from competing for such procurements. Awards shall be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is most advantageous to the recipient, price, quality and other factors considered. Solicitations shall clearly set forth all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by the recipient. Any and all bids or offers may be rejected when it is in the recipient's interest to do so.

Q6: Are non-profit organizations that received capital grants required to contract with small businesses and minority- and women-owned businesses?

A6: Per 45 CFR §74.44, positive efforts shall be made by recipients to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. Recipients of HHS awards shall take all of the following steps to further this goal.

- (i) Ensure that small businesses, minority-owned firms, and women's business enterprises are used to the fullest extent practicable.
- (ii) Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms, and women's business enterprises.

- (iii) Consider in the contract process whether firms competing for larger contracts intend to subcontract with small businesses, minority-owned firms, and women's business enterprises.
- (iv) Encourage contracting with consortiums of small businesses, minority-owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.
- (v) Use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the solicitation and utilization of small businesses, minority-owned firms, and women's business enterprises.

Q7: What types of procurement instruments can health centers use to establish contracts?

A7: Per 45 CFR §74.44, the type of procuring instruments used (e.g., fixed price contracts, cost reimbursable contracts, purchase orders, and incentive contracts) shall be determined by the recipient but shall be appropriate for the particular procurement and for promoting the best interest of the program or project involved. The "cost-plus-a-percentage-of-cost" or "percentage of construction cost" methods of contracting shall not be used.

Q8: What do solicitations for goods and services procured with capital grant funds need to include?

A8: Per 45 CFR §74.44, nonprofit organizations must provide for all of the following in solicitations:

- (i) A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features which unduly restrict competition.
- (ii) Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals.
- (iii) A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
- (iv) The specific features of "brand name or equal" descriptions that bidders are required to meet when such items are included in the solicitation.
- (v) The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.
- (vi) Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.

Q9: What level of cost/price analysis should grantees perform on bids for contracts?

A9: Per 45 CFR §74.44, some form of cost or price analysis shall be made and documented in the procurement files in connection with every procurement action. Price analysis may be accomplished in various ways, including the comparison of price quotations submitted, market prices and similar indicia, together with discounts. Cost analysis is the review and evaluation of each element of cost to determine reasonableness, allocability, and allowability.

Q10: What needs to be included in a contract for capital projects?

A10: Per 45 CFR § 74.48, the non-profit organization (grantee) shall include, in addition to provisions to define a sound and complete agreement and specific provision required by the ARRA, the following provisions in all contracts. The following provisions shall also be applied to subcontracts.

- (a) Contracts in excess of the small purchase threshold shall contain contractual provisions or conditions that allow for administrative, contractual, or legal remedies in instances in which a contractor violates or breaches the contract terms, and provide for such remedial actions as may be appropriate.
- (b) All contracts in excess of the small purchase threshold shall contain suitable provisions for termination by the recipient, including the manner by which termination shall be effected and the basis for settlement. In addition, such contracts shall describe conditions under which the contract may be terminated for default as well as conditions where the contract may be terminated because of circumstances beyond the control of the contractor.
- (c) Except as otherwise required by statute, an award that requires the contracting (or subcontracting) for construction or facility improvements shall provide for the recipient to follow its own requirements relating to bid guarantees, performance bonds, and payment bonds unless the construction contract or subcontract exceeds \$100,000. For those contracts or subcontracts exceeding \$100,000, the Federal awarding agency may accept the bonding policy and requirements of the recipient, provided the Federal awarding agency has made a determination that the Federal Government's interest is adequately protected. If such a determination has not been made, the minimum requirements shall be as follows.
 - (1) A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" shall consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder shall, upon acceptance of his bid, execute such contractual documents as may be required within the time specified.
 - (2) A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
 - (3) A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by statute of all persons supplying labor and material in the execution of the work provided for in the contract.
 - (4) Where bonds are required in the situations described herein, the bonds shall be obtained from companies holding certificates of authority as acceptable sureties pursuant to 31 CFR part 223, "Surety Companies Doing Business with the United States."
- (d) All negotiated contracts (except those for less than the small purchase threshold) awarded by recipients shall include a provision to the effect that the recipient, the Federal awarding agency, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers and records of the contractor which are directly pertinent to a specific program for the purpose of making audits, examinations, excerpts and transcriptions.
- (e) All contracts, including small purchases, awarded by recipients and their contractors shall contain the procurement provisions 45 CFR § 74.44, as applicable.

Coversheet

Recommendation to Approve the YPICS February Financials and Check Registers as Submitted

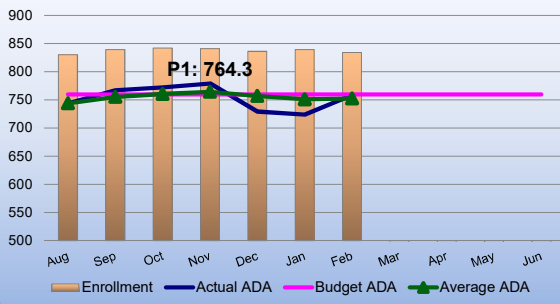
Section: VI. Items Scheduled For Action
Item: C. Recommendation to Approve the YPICS February Financials and
Check Registers as Submitted
Purpose: Vote
Submitted by:
Related Material: 21-22 YPICS Financials Board Packet 02.22.pdf

YPI CHARTER SCHOOLS - Financial Dashboard (February 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

PPP Loan has been forgiven by SBA in full. The following amounts have been transferred from Central Admin to schools:

BCCS - \$614,605
 MORCS - \$598,644
 BCHS - \$314,251

Cash on hand at June 30, 2021 is forecasted to be \$6.6M which represents 40.6% of total expenses.

3 Average Daily Attendance Analysis

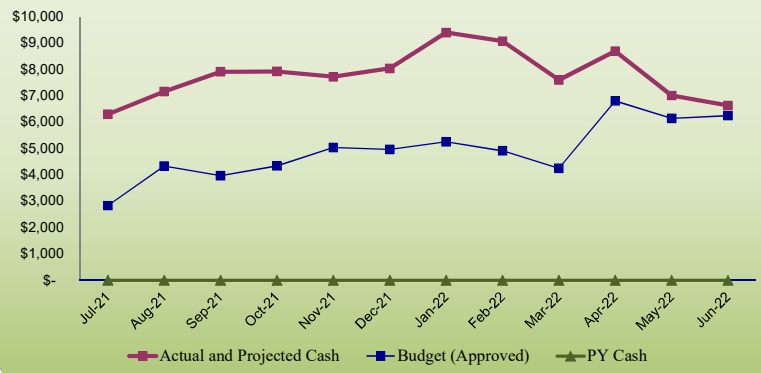
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	834	837	793	44	837	704
ADA %	90.0%	90.0%	90.0%	0.0%	89.2%	95.0%
Average ADA	752.15	753.08	759.80	(6.72)	746.29	668.80

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	88.0%	89.4%	1.4%	91.9%
3-Year Average %	89.9%	90.3%	0.4%	89.1%
District UPP C. Grant Cap	85.1%	85.1%	-0.0%	85.1%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 02/28/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	9,137,420	8,911,034	226,385	9,193,884	(56,464)	6,141,286	5,896,742	244,544	9,729,105	9,678,468
Federal Revenue	3,974,156	4,481,227	(507,071)	3,994,714	(20,558)	1,233,061	367,488	865,573	3,574,745	2,456,659
State Revenue	1,450,312	1,368,656	81,656	1,483,735	(33,423)	658,095	739,307	(81,212)	700,580	640,244
Other Local Revenue	2,472,449	558,426	1,914,023	2,441,715	30,734	2,262,532	438,594	1,823,938	672,847	710,870
Grants/Fundraising	102,562	-	102,562	93,499	9,063	102,562	-	102,562	22,402	63,155
TOTAL REVENUE	17,136,899	15,319,344	1,817,555	17,207,548	(70,648)	10,397,536	7,442,132	2,955,405	14,699,678	13,549,396
<i>Total per ADA</i>	<i>22,756</i>	<i>20,162</i>	<i>2,593</i>	<i>22,850</i>	<i>(94)</i>				<i>21,979</i>	<i>15,389</i>
<i>w/o Grants/Fundraising</i>	<i>22,620</i>	<i>20,162</i>	<i>2,457</i>	<i>22,725</i>	<i>(106)</i>				<i>21,946</i>	<i>15,317</i>
Certificated Salaries	4,726,973	4,483,834	(243,139)	4,739,180	12,207	2,991,033	2,903,156	(87,876)	3,929,911	3,675,713
Classified Salaries	2,007,562	1,928,374	(79,188)	2,033,425	25,864	1,242,347	1,225,373	(16,974)	1,721,444	2,151,200
Benefits	2,023,980	2,113,860	89,880	2,056,199	32,219	1,338,777	1,400,559	61,782	1,764,328	1,819,970
Student Supplies	1,632,435	1,167,552	(464,883)	1,566,595	(65,840)	825,041	873,866	48,824	1,177,030	1,131,811
Operating Expenses	5,830,167	5,267,593	(562,574)	5,812,055	(18,112)	2,691,103	3,530,546	839,443	4,872,782	4,329,654
Other	1,108,549	1,130,328	21,780	1,108,419	(130)	732,036	758,093	26,057	1,308,038	1,229,834
TOTAL EXPENSES	17,329,664	16,091,541	(1,238,123)	17,315,873	(13,792)	9,820,336	10,691,592	871,256	14,773,534	14,338,181
<i>Total per ADA</i>	<i>23,012</i>	<i>21,179</i>	<i>(1,833)</i>	<i>22,993</i>	<i>18</i>				<i>22,090</i>	<i>16,285</i>
NET INCOME / (LOSS)	(192,765)	(772,198)	579,432	(108,325)	(84,440)	577,200	(3,249,461)	3,800,604	(73,856)	(788,786)
OPERATING INCOME	776,189	203,454	572,735	860,499	(84,310)	1,224,421	(2,594,913)	3,819,334	1,068,220	363,965
EBITDA	915,784	358,131	557,653	1,000,094	(84,310)	1,309,236	(2,491,368)	3,800,604	1,234,183	441,048

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



Year-End Cash Balance		
Projected	Budget	Variance
6,634,298	6,248,328	385,970

7 Balance Sheet

Balance Sheet	6/30/2021	1/31/2022	2/28/2022	6/30/2022 FC
Assets				
Cash, Operating	6,561,532	9,400,877	9,077,803	6,634,298
Cash, Restricted	0	0	0	0
Accounts Receivable	3,974,739	335,937	334,088	2,160,824
Due From Others	115,362	7,567	7,666	7,666
Other Assets	208,509	48,041	29,421	341,063
Net Fixed Assets	27,913,430	27,363,745	27,283,007	26,961,274
Total Assets	38,773,573	37,156,168	36,731,986	36,105,125
Liabilities				
A/P & Payroll	2,452,366	2,012,564	1,579,544	1,456,895
Due to Others	473,102	387,699	393,833	715,127
Deferred Revenue	881,492	879,003	879,003	879,003
Total Debt	9,054,588	7,417,453	7,390,381	7,334,841
Total Liabilities	12,861,547	10,696,718	10,242,761	10,385,865
Equity				
Beginning Fund Bal.	26,025,315	25,912,026	25,912,026	25,912,026
Net Income/(Loss)	(113,289)	547,424	577,200	(192,765)
Total Equity	25,912,026	26,459,450	26,489,225	25,719,260
Total Liabilities & Equity	38,773,573	37,156,168	36,731,986	36,105,125
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	176	210	203	148
Cash Reserve %	48.1%	57.5%	55.5%	40.6%

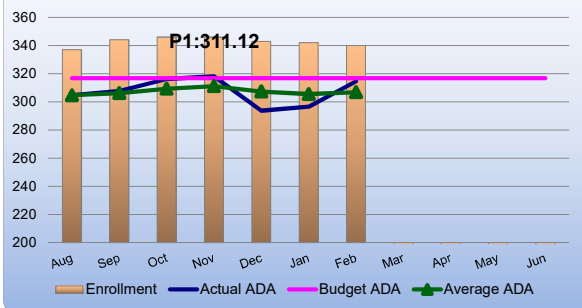


BERT CORONA CHARTER SCHOOL - Financial Dashboard (February 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

P1 ADA was 311.12. ADA through Month 7 is 306.83 or 89.6% with ending enrollment of 340 students. Future months enrollment is forecasted at 340 students with ADA of 90%.

Net Income is forecasted to be \$82K, \$73K better than budgeted.

Revenue is projected to be higher than budgeted by \$592K primarily due to PPP Revenue.

Expense is projected to be higher than budget by \$519K.

- Salaries \$154K
- Nutrition Expense \$283K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.8M which represents 36.3% of total expenses.

3 Average Daily Attendance Analysis

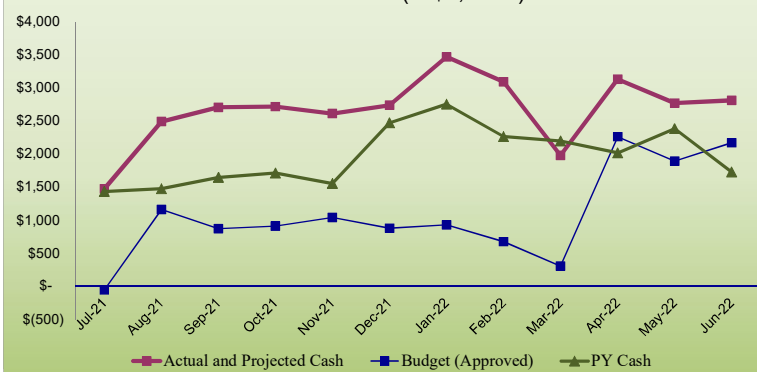
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	340	340	330	10	340	371
ADA %	89.6%	90.0%	96.0%	-6.0%	90.2%	96.0%
Average ADA	306.83	306.72	316.80	(10.08)	306.84	356.16

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	84.3%	-0.5%	88.8%
3-Year Average %	84.9%	84.8%	-0.2%	83.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 02/28/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,499,139	3,502,671	(3,532)	3,500,605	(1,466)	2,339,296	2,266,405	72,891	3,693,874	3,683,607
Federal Revenue	2,878,077	3,039,984	(161,908)	2,878,139	(62)	522,812	125,466	397,347	2,386,358	1,752,401
State Revenue	622,951	578,073	44,878	622,972	(21)	267,505	283,196	(15,692)	384,903	376,784
Other Local Revenue	894,073	218,244	675,829	898,037	(3,965)	851,966	167,620	684,346	283,291	272,418
Grants/Fundraising	36,956	-	36,956	32,956	4,000	36,956	-	36,956	15,000	36,500
TOTAL REVENUE	7,931,195	7,338,972	592,223	7,932,709	(1,514)	4,018,535	2,842,687	1,175,848	6,763,426	6,121,710
<i>Total per ADA</i>	<i>25,858</i>	<i>23,166</i>	<i>2,692</i>	<i>25,863</i>	<i>(5)</i>				<i>18,990</i>	<i>17,280</i>
<i>w/o Grants/Fundraising</i>	<i>25,738</i>	<i>23,166</i>	<i>2,572</i>	<i>25,756</i>	<i>(18)</i>				<i>18,948</i>	<i>17,177</i>
Certificated Salaries	1,540,251	1,448,481	(91,770)	1,540,857	606	989,323	941,868	(47,454)	1,399,355	1,248,899
Classified Salaries	709,133	656,994	(52,139)	713,914	4,781	434,460	402,608	(31,852)	581,292	964,766
Benefits	661,473	698,283	36,810	681,363	19,990	440,321	461,538	21,217	608,949	680,531
Student Supplies	796,161	485,400	(310,761)	759,957	(36,204)	373,068	387,139	14,071	478,901	518,477
Operating Expenses	4,041,542	3,932,114	(109,428)	4,020,235	(21,307)	1,691,479	2,631,183	939,704	3,423,537	2,787,938
Other	101,082	109,452	8,370	101,097	15	68,066	76,436	8,370	265,986	267,045
TOTAL EXPENSES	7,849,642	7,330,723	(518,919)	7,817,422	(32,219)	3,996,717	4,900,772	904,055	6,758,019	6,467,657
<i>Total per ADA</i>	<i>25,592</i>	<i>23,140</i>	<i>(2,452)</i>	<i>25,487</i>	<i>105</i>				<i>18,975</i>	<i>18,256</i>
NET INCOME / (LOSS)	81,554	8,250	73,304	115,287	(33,733)	21,819	(2,058,085)	2,071,534	5,408	(345,947)
OPERATING INCOME	182,636	117,701	64,934	216,384	(33,748)	89,884	(1,981,649)	2,071,534	271,394	(84,586)
EBITDA	182,636	117,701	64,934	216,384	(33,748)	89,884	(1,981,649)	2,071,534	271,394	(78,902)

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



Year-End Cash Balance		
Projected	Budget	Variance
2,811,689	2,171,756	639,933

7 Balance Sheet

Balance Sheet	6/30/2021	1/31/2022	2/28/2022	6/30/2022 FC
Assets				
Cash, Operating	1,729,523	3,469,680	3,093,407	2,811,689
Cash, Restricted	0	0	0	0
Accounts Receivable	2,212,545	305,736	305,736	1,099,043
Due From Others	3,892	7,086	7,086	7,086
Other Assets	70,843	12,720	8,788	127,122
Net Fixed Assets	304,397	244,740	236,332	203,316
Total Assets	4,321,200	4,039,963	3,651,350	4,248,256
Liabilities				
A/P & Payroll	1,194,099	863,861	475,956	951,431
Due to Others	38,963	64,100	67,926	129,621
Deferred Revenue	293,503	291,014	291,014	291,014
Total Debt	0	0	0	0
Total Liabilities	1,526,565	1,218,975	834,897	1,372,067
Equity				
Beginning Fund Bal.	2,789,227	2,794,635	2,794,635	2,794,635
Net Income/(Loss)	5,408	26,353	21,819	81,554
Total Equity	2,794,635	2,820,988	2,816,454	2,876,189
Total Liabilities & Equity	4,321,200	4,039,963	3,651,350	4,248,256
Days Cash on Hand	97	164	146	132
Cash Reserve %	26.6%	45.0%	39.9%	36.3%





BERT CORONA CHARTER SCHOOL

Financial Analysis

February 2022

Net Income

Bert Corona Charter School is projected to achieve a net income of \$82K in FY21-22 compared to \$8K in the board approved budget. Reasons for this positive \$73K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2022, the school's cash balance was \$3.09M. By June 30, 2022, the school's cash balance is projected to be \$2.81M, which represents a 36% reserve.

As of February 28, 2022, the Accounts Receivable balance was \$306K, down from \$306K in the previous month, due to the receipt of revenue earned in FY20-21.

As of February 28, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$476K, compared to \$864K in the prior month.

As of February 28, 2022, BCCS had zero debt balance.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$7.93M, which is \$592K or 8.1% over budgeted revenue of \$7.34M.

Child Nutrition Federal Revenue – is projected to be above budget by \$367K due to higher participation rates for the Nutrition Program. This higher revenue is offset by higher nutrition costs

Other Federal Revenue - is projected to be under budget by \$527K due to moving ESSER II and III funds into the future years.

Other Local Revenue - is projected to be over budget by \$623K due to forgiveness of PPP Loan.

Expenses

Total expenses for FY21-22 are projected to be \$7.85M, which is \$519K or 7.1% over budgeted expenditures of \$7.33M.

Certificated Salaries are projected to be higher than budget by \$92K

Classified Salaries are projected to be higher than budget by \$52K

Nutrition Program Food Supplies are projected to be higher than budget by \$312K due to higher participation rates for the nutrition program

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



Vendor Repairs are projected to be higher than budget by \$100K

Intra-Agency Fees are projected to be lower than budget by \$79K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 316.80 based on an enrollment of 330 and a 96.0% attendance rate.

The forecast assumes an ADA of 306.72 based on an enrollment of 340 and a 90.0% attendance rate.

In Month 7, ADA was 314.56 with 340 students enrolled at the end of the month and a 92.5% ADA rate.

Average ADA for the year (through Month 7) is 306.83 (a 89.6% ADA rate for the year to date).

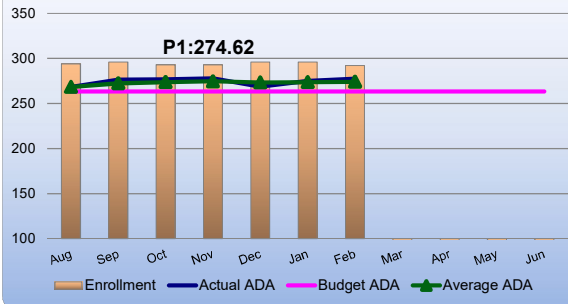
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (February 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

P1 ADA 270.95. ADA through Month 7 is 274.19 or 93.1% with ending enrollment of 292 students. Future months enrollment is forecasted at 294 students with ADA of 92%.

Operating Income is forecasted to be \$518K, \$482K better than budgeted.

Revenue is projected to be higher than budgeted by \$884K primarily due to PPP Revenue and CTE Grant.

Expense is projected to be higher than budget by \$403K.

Cash on hand at June 30, 2021 is forecasted to be \$3.3M which represents 67.7% of total expenses.

3 Average Daily Attendance Analysis

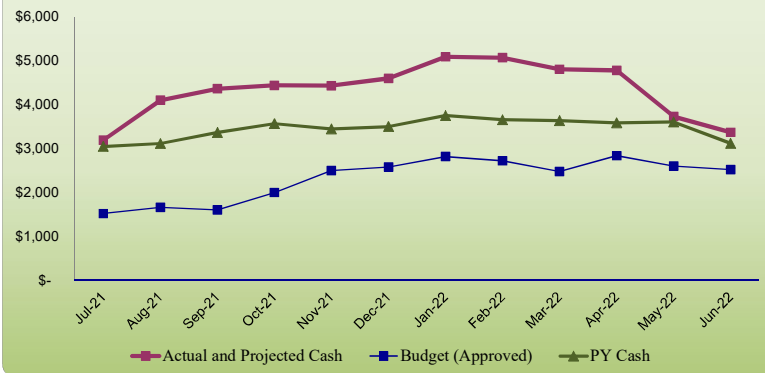
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	292	294	273	21	294	353
ADA %	93.1%	93.0%	96.5%	-3.5%	92.1%	97.0%
Average ADA	274.19	273.69	263.45	10.24	270.77	345.07

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.4%	96.3%	2.9%	94.7%
3-Year Average %	94.7%	95.6%	0.8%	95.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 02/28/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,190,260	2,953,744	236,516	3,149,627	40,633	2,335,148	2,184,036	151,112	3,728,522	3,696,024
Federal Revenue	787,377	952,585	(165,208)	808,134	(20,756)	495,964	160,106	335,858	724,116	497,807
State Revenue	546,324	510,992	35,332	578,168	(31,844)	272,432	298,866	(26,433)	238,219	207,888
Other Local Revenue	934,351	196,491	737,860	897,157	37,194	799,822	161,492	638,330	240,624	287,391
Grants/Fundraising	39,250	-	39,250	34,750	4,500	39,250	-	39,250	7,402	13,453
TOTAL REVENUE	5,497,562	4,613,811	883,750	5,467,836	29,726	3,942,616	2,804,499	1,138,117	4,938,883	4,702,564
Total per ADA	20,087	17,513	2,574	19,978	109				14,313	13,628
w/o Grants/Fundraising	19,943	17,513	2,430	19,851	92				14,291	13,589
Certificated Salaries	1,536,883	1,428,371	(108,512)	1,546,022	9,139	949,083	920,894	(28,189)	1,286,989	1,217,447
Classified Salaries	583,605	478,390	(105,215)	603,689	20,085	340,954	301,099	(39,855)	470,594	526,357
Benefits	572,457	575,950	3,494	584,200	11,743	359,579	380,165	20,586	526,661	564,446
Student Supplies	596,435	500,606	(95,829)	600,298	3,863	325,348	357,512	32,164	496,892	419,672
Operating Expenses	1,535,119	1,439,683	(95,437)	1,513,745	(21,375)	856,039	968,047	112,007	1,378,155	1,512,858
Other	974,919	972,994	(1,925)	974,769	(150)	647,108	649,299	2,192	972,513	888,494
TOTAL EXPENSES	5,799,417	5,395,994	(403,423)	5,822,723	23,306	3,478,111	3,577,015	98,904	5,131,804	5,129,275
Total per ADA	21,190	20,482	(708)	21,275	(85)				14,872	14,864
NET INCOME / (LOSS)	(301,856)	(782,183)	480,327	(354,887)	53,031	464,505	(772,516)	1,234,830	(192,920)	(426,711)
OPERATING INCOME	518,387	36,135	482,252	465,205	53,182	1,011,716	(226,762)	1,238,478	626,451	392,763
EBITDA	673,064	190,811	482,252	619,882	53,182	1,111,613	(123,217)	1,234,830	779,592	461,783

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



Year-End Cash Balance		
Projected	Budget	Variance
3,370,222	2,520,383	849,839

7 Balance Sheet

Balance Sheet	6/30/2021	1/31/2022	2/28/2022	6/30/2022 FC
Assets				
Cash, Operating	3,116,608	5,089,882	5,070,544	3,370,222
Cash, Restricted	0	0	0	0
Accounts Receivable	1,057,853	20,356	18,507	693,410
Due From Others	111,237	237	336	336
Other Assets	62,066	4,143	(2,316)	115,029
Net Fixed Assets	27,474,708	27,010,291	26,941,883	26,668,851
Total Assets	31,822,472	32,124,910	32,028,954	30,847,848
Liabilities				
A/P & Payroll	925,173	849,588	800,964	210,627
Due to Others	323,014	323,598	325,905	557,038
Deferred Revenue	423,558	423,558	423,558	423,558
Total Debt	7,527,088	7,417,453	7,390,382	7,334,842
Total Liabilities	9,198,833	9,014,196	8,940,809	8,526,065
Equity				
Beginning Fund Bal.	22,855,993	22,623,639	22,623,639	22,623,639
Net Income/(Loss)	(232,354)	487,074	464,505	(301,856)
Total Equity	22,623,639	23,110,713	23,088,144	22,321,783
Total Liabilities & Equity	31,822,472	32,124,909	32,028,954	30,847,848
Days Cash on Hand	264	371	372	247
Cash Reserve %	72.3%	101.7%	101.8%	67.7%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

February 2022

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$302K in FY21-22 compared to -\$782K in the board approved budget. Reasons for this positive \$480K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2022, the school's cash balance was \$5.07M. By June 30, 2022, the school's cash balance is projected to be \$3.37M, which represents a 68% reserve.

As of February 28, 2022, the Accounts Receivable balance was \$19K, down from \$20K in the previous month, due to the receipt of revenue earned in FY20-21.

As of February 28, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$801K, compared to \$850K in the prior month.

As of February 28, 2022, MORCS had a debt balance of \$7.39M compared to \$7.42M in the prior month. An additional \$56K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$5.50M, which is \$884K or 19.2% over budgeted revenue of \$4.61M.

Child Nutrition Federal Revenue – is projected to be above budget by \$216K due to higher participation rates for the Nutrition Program. This offset revenue is offset by higher nutrition costs

Other Federal Revenue - is projected to be under budget by \$387K due to moving ESSER II and III funds into the future years.

Other Local Revenue - is projected to be over budget by \$666K due to forgiveness of PPP Loan (\$599K) and CTE Grant (\$68K).

Expenses

Total expenses for FY21-22 are projected to be \$5.80M, which is \$403K or 7.5% over budgeted expenditures of \$5.40M.

Nutrition Program Food Supplies are projected to be higher than budget by \$105K due to higher participation rates for the nutrition program

Other Student Services are projected to be higher than budget by \$57K due to CTE grant expenses related to Latino Film Institute Youth Cinema Project.

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



Intra-Agency Fees are projected to be lower than budget by \$62K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 263.45 based on an enrollment of 273 and a 96.5% attendance rate.

The forecast assumes an ADA of 273.69 based on an enrollment of 294 and a 93.0% attendance rate.

In Month 7, ADA was 277.44 with 292 students enrolled at the end of the month and a 95.0% ADA rate.

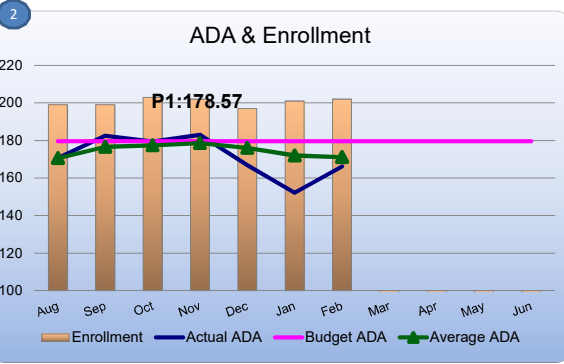
Average ADA for the year (through Month 7) is 274.19 (a 93.1% ADA rate for the year to date).

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

Bert Corona Charter High School - Financial Dashboard (February 2022)

1 Key Performance Indicators

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



KEY POINTS

P1 ADA was 178.57. ADA through Month 5 is 171.14 or 86.1% with ending enrollment of 202 students. Future months enrollment is forecasted at 198 students with ADA of 90%. The Average ADA decreased by 7.43 between Month 5 and Month 7, resulting in a loss of LCFF revenue by \$96K

Net Income is forecasted to be \$29K, \$27K better than budgeted.

Revenue is projected to be higher than budgeted by \$178K primarily due to PPP revenue.

Expense is projected to be higher than budget by \$151K.

- Salaries are higher by \$103K
- SPED Services are higher by \$55K
- Substitute Services are higher by \$22K
- Intra-Agency Fees are lower by \$54K

Cash on hand at June 30, 2021 is forecasted to be \$406K which represents 11.7% of total expenses.

3 Average Daily Attendance Analysis

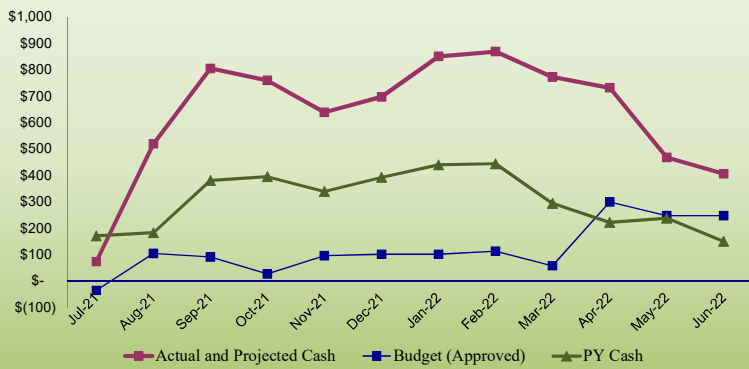
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	202	203	190	13	201	195
ADA %	86.1%	87.0%	94.5%	-7.5%	89.4%	95.0%
Average ADA	171.14	172.67	179.55	(6.88)	179.78	181.14

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.8%	88.1%	2.3%	93.2%
3-Year Average %	90.9%	91.6%	0.7%	88.6%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 02/28/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	2,448,021	2,454,620	(6,599)	2,543,652	(95,631)	1,466,842	1,446,301	20,541	2,306,709	2,298,837
Federal Revenue	308,702	488,658	(179,956)	308,442	260	214,285	81,917	132,368	464,271	206,451
State Revenue	281,037	279,591	1,446	282,595	(1,558)	118,158	157,245	(39,087)	77,458	55,571
Other Local Revenue	480,619	143,692	336,927	484,379	(3,760)	447,337	109,482	337,855	147,038	134,674
Grants/Fundraising	26,356	-	26,356	25,793	563	26,356	-	26,356	0	13,202
TOTAL REVENUE	3,544,735	3,366,560	178,175	3,644,860	(100,125)	2,272,978	1,794,945	478,033	2,995,476	2,708,735
<i>Total per ADA</i>	<i>20,529</i>	<i>18,750</i>	<i>1,779</i>	<i>21,109</i>	<i>(580)</i>				<i>16,537</i>	<i>14,954</i>
<i>w/o Grants/Fundraising</i>	<i>20,376</i>	<i>18,750</i>	<i>1,626</i>	<i>20,959</i>	<i>(583)</i>				<i>16,537</i>	<i>14,881</i>
Certificated Salaries	1,191,163	1,161,739	(29,424)	1,190,672	(491)	756,996	743,565	(13,431)	927,459	905,595
Classified Salaries	479,845	406,291	(73,554)	482,239	2,394	304,640	263,866	(40,774)	400,268	303,496
Benefits	500,378	556,972	(56,594)	515,589	15,211	322,419	366,980	(44,561)	446,740	390,733
Student Supplies	230,706	174,949	(55,757)	197,207	(33,499)	123,090	123,654	564	193,179	190,042
Operating Expenses	1,069,290	1,019,935	(49,354)	1,083,080	13,790	643,954	685,456	(41,502)	863,538	872,236
Other	44,793	44,938	145	44,799	6	29,979	30,284	306	50,635	62,760
TOTAL EXPENSES	3,516,175	3,364,824	(151,350)	3,513,585	(2,590)	2,181,078	2,213,805	32,727	2,881,818	2,724,863
<i>Total per ADA</i>	<i>20,364</i>	<i>18,740</i>	<i>(1,623)</i>	<i>20,349</i>	<i>15</i>				<i>15,909</i>	<i>15,043</i>
NET INCOME / (LOSS)	28,560	1,736	26,824	131,275	(102,714)	91,900	(418,860)	510,454	113,657	(16,128)
OPERATING INCOME	73,354	46,674	26,680	176,074	(102,720)	121,879	(388,575)	510,454	164,293	46,513
EBITDA	73,354	46,674	26,680	176,074	(102,720)	121,879	(388,575)	510,454	164,293	46,632

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



Year-End Cash Balance		
Projected	Budget	Variance
406,180	247,531	158,649

7 Balance Sheet

Balance Sheet	6/30/2021	1/31/2022	2/28/2022	6/30/2022 FC
Assets				
Cash, Operating	150,118	850,455	868,515	406,180
Cash, Restricted	0	0	0	0
Accounts Receivable	704,341	9,845	9,845	368,372
Due From Others	20	30	30	30
Other Assets	42,538	3,471	(4,070)	71,892
Net Fixed Assets	129,744	105,881	102,177	87,362
Total Assets	1,026,761	969,682	976,496	933,836
Liabilities				
A/P & Payroll	241,082	214,378	210,042	202,256
Due to Others	111,125	1	1	28,467
Deferred Revenue	164,431	164,431	164,431	164,431
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	516,638	378,810	374,474	395,153
Equity				
Beginning Fund Bal.	396,466	510,123	510,123	510,123
Net Income/(Loss)	113,657	80,749	91,900	28,560
Total Equity	510,123	590,872	602,023	538,683
Total Liabilities & Equity	1,026,761	969,682	976,497	933,836
Days Cash on Hand	19	89	91	43
Cash Reserve %	5.3%	24.5%	25.0%	11.7%





Bert Corona Charter High School Financial Analysis February 2022

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$29K in FY21-22 compared to \$2K in the board approved budget. Reasons for this positive \$27K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of February 28, 2022, the school's cash balance was \$869K. By June 30, 2022, the school's cash balance is projected to be \$406K, which represents a 12% reserve.

As of February 28, 2022, the Accounts Receivable balance was \$10K, down from \$10K in the previous month, due to the receipt of revenue earned in FY20-21.

As of February 28, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$210K, compared to \$214K in the prior month.

As of February 28, 2022, BCCHS had zero debt balance.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$3.54M, which is \$178K or 5.3% over budgeted revenue of \$3.37M.

Other Federal Revenue - is projected to be under budget by \$183K due to moving ESSER II and III funds into the future years.

Other Local Revenue - is projected to be over budget by \$324K due to forgiveness of PPP Loan.

Expenses

Total expenses for FY21-22 are projected to be \$3.52M, which is \$151K or 4.5% over budgeted expenditures of \$3.36M.

Certificated Salaries are projected to be higher than budget by \$29K

Classified Salaries are projected to be above budget by \$74K

Advertisement costs are projected to be above budget by \$20K

Contracted Substitute Services are projected to be above budget by \$22K

Special Education Services are projected to be above budget by \$55K

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



Intra-Agency Fees are projected to be lower than budget by \$54K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 179.55 based on an enrollment of 190 and a 94.5% attendance rate.

The forecast assumes an ADA of 172.67 based on an enrollment of 203 and a 87.0% attendance rate.

In Month 7, ADA was 166.17 with 202 students enrolled at the end of the month and a 82.3% ADA rate.

Average ADA for the year (through Month 7) is 171.14 (a 86.1% ADA rate for the year to date).

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

**YPI Charter Schools
Check Register
From 02/01/22 to 02/28/22**

Check #	Vendor Name	Date	Description	Amount
A003768	7 LAYER IT SOLUTIONS, INC.	2/17/2022	2/22- PLATINUM NETWORKS DEVICE PACKAGE	1,370.00
A003395	AFLAC WORLDWIDE HEADQUARTERS	2/2/2022	12/21- PREMIUM	1,863.36
A003408	AFLAC WORLDWIDE HEADQUARTERS	2/2/2022	1/22- PREMIUM	1,863.36
A003960	AFLAC WORLDWIDE HEADQUARTERS	2/25/2022	2/22- PREMIUM	1,841.38
A003574	Amplified IT	2/10/2022	9/1/21-8/31/22 GOOGLE VOICE REGULATORY FEE	501.39
310560	AT&T	2/2/2022	12/16-1/15/22- FAX 213 351-1305	458.72
310596	AT&T	2/25/2022	1/16-2/15/22 - FAX 213 351-1305	459.30
310573	AT&T MOBILITY	2/10/2022	1/6/22 HOT SPOT ADJUSTMENT	10,867.31
P012658	A-TECH SYSTEMS	2/22/2022	REGULATION FOUR- FIRE ALARM	695.00
A003575	BETTER 4 YOU MEALS, INC.	2/10/2022	1/22- STUDENTS MEAL	28,312.86
A003769	BETTER 4 YOU MEALS, INC.	2/17/2022	1/22- SERVER MEAL HOURS	21,755.43
E003004	BUR-CAL TERMITES & PEST CONTROL INC.	2/2/2022	1/26/22- GENERAL PEST CONTROL SERVICE	385.00
310587	Catalina Marambio	2/22/2022	2/7/22- MICHAELS ACRYLIC PAINTS, BRUCHES, PAPPER PALLETES	264.69
310576	CITY OF LOS ANGELES FALSE ALARMS	2/17/2022	1/22/22- POLICE FALSE ALARM SERVICES	367.00
A003400	CLIFTONLARSONALLEN LLP	2/2/2022	FINAL BILLING FOR AUDIT YEAR ENDED JUNE 30,2021	4,105.50
A003399	CROSS COUNTRY EDUCATION	2/2/2022	01/10 - 01/12/22 SPED SERVICES	3,263.41
A003406	CROSS COUNTRY EDUCATION	2/2/2022	1/17-1/21-22- SPECIAL ED SERVICES	9,779.28
A003578	CROSS COUNTRY EDUCATION	2/10/2022	1/25-1/28/22- SPECIAL ED SERVICES	9,748.70
A003771	CROSS COUNTRY EDUCATION	2/17/2022	1/30-2/4/22- SPECIAL ED SERVICES	13,050.41
A003859	CROSS COUNTRY EDUCATION	2/22/2022	2/7-2/11/22- SUBSTITUTE SERVICES	1,290.00
310578	DMV RENEWAL	2/17/2022	2022- REGISTRATION RENEWAL VIN#1FMZK1YM2KKA59651	414.00
310582	DMV RENEWAL	2/17/2022	2022- REGISTRATION RENEWAL-VIN#1FMZK1YM0KKA52830	414.00
P011372	Eriverto Gonzales	2/2/2022	12/21- JANITORIAL SERVICES	2,550.00
P011889	Eriverto Gonzales	2/10/2022	1/22- MAINTENANCE SERVICES	2,380.00
P011386	Esmeralda Reynaga	2/2/2022	01/04 - 01/07/22 - LIGHT CLEANING HOURS	1,155.04
P011893	Esmeralda Reynaga	2/10/2022	1/16-1/31/22- MAINTENANCE SERVICE	1,732.52
P012661	Esmeralda Reynaga	2/22/2022	2/1-2/15/22- MAINTENANCE SERVICES	1,815.00
A003639	EXED	2/11/2022	01/22 - CALPADS & SIS SUPPORT SERVICES	22,083.00
P012959	FIRST FIRE SYSTEMS INC.	2/25/2022	PROX 2 CARDS W/ STANDARD ARTWORK	431.25
P011374	FRANCISCO TOPETE	2/2/2022	4/16-4/30/21- MAINTENANCE SERVICES	1,056.00
310566	FRONTIER	2/2/2022	1/13-2/12/22- FAX 818 834-8075	245.36
310594	FRONTIER	2/25/2022	2/ 13-3/12/22- FAX 818 834. 8075	236.37
P011387	HENRY'S AUTO BODY SHOP	2/2/2022	VAN AUTO REPAIR - VIN 59651	9,865.81
P011890	HITECH WIRELESS	2/10/2022	ANALOG / UHF PORTABLE RADIO	1,119.69
310584	HOME DEPOT CREDIT SERVICES	2/22/2022	BROOM AND MOP	486.75
P011891	IMPACT CANINE SOLUTIONS	2/10/2022	1/31/22- CANINE SERVICES	380.00
P012445	INLAND MECHANICAL SERVICES	2/17/2022	2/10- AC REPAIR	582.60
P012960	Inland Overhead Door Company	2/25/2022	1/19/22- DOORS REPAIR	647.50
P011371	IRONBOX EDUCATION	2/2/2022	9/2/21 CONSULTING - EXECUTIVE TEAM MEETING	2,250.00
P011888	Jaime Martinez	2/10/2022	FY 21/22- ADDITIONAL SCHOLA RECRUITER PRO	9,000.00
310569	JENY ORTEZ	2/10/2022	12/16 - 12/17 LITTLE CAESARS- 17 PIZZA FOR MEETING	218.18
E003286	KELLY PAPER	2/17/2022	COPY PAPER	471.67
310561	LA DEPT. OF WATER AND POWER	2/2/2022	12/14-1/20/22- WATER CHARGES	3,404.31
310574	LA DEPT. OF WATER AND POWER	2/10/2022	1/3-2/1/22- ELECTRIC CHARGES	5,546.17
310595	LA DEPT. OF WATER AND POWER	2/25/2022	1/20-2/16/22- SEWER CHARGES	4,016.84
P011887	Latino Film Institute Youth Cinema Project	2/10/2022	01/01 - 06/30/21 INSTRUCTIONAL SERVICES - CINEMATIC FILM MAKING	42,496.88
P012446	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	2/17/2022	1/22- LEGAL SERVICES	576.00
P012961	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	2/25/2022	1/22 - LEGAL SERVICES	240.75
P011389	LUIS GIRON	2/2/2022	3 LARGE TREES TRIMMED	2,890.00
310580	MAJOR METROPOLITAN SECURITY	2/17/2022	3/22- MONITORING SERVICES	405.00
P011370	MASERGY CLOUD COMMUNICATIONS, INC	2/2/2022	1/22- COMMUNICATIONS SERVICES	74.10
P011388	MASERGY CLOUD COMMUNICATIONS, INC	2/2/2022	1/22- COMMUNICATION SERVICES	1,723.93
P012659	MASERGY CLOUD COMMUNICATIONS, INC	2/22/2022	2/22- COMMUNICATIONS SERVICES	1,801.40
E003157	MCCALLA COMPANY	2/10/2022	MULTIFOLD. PAPER TOWEL	28.45
E003204	MCCALLA COMPANY	2/11/2022	TISSUE BOXES	2,377.86
E003361	MCCALLA COMPANY	2/22/2022	KN95 MASK	19,909.41
310588	MICHELLE VILLALOBOS	2/22/2022	SNACKS FOR STUDENTS	33.78
P011892	MJP Technologies, Inc	2/10/2022	CAMERA MIC CABLE FOR CHROMEBOOK	4,897.69
P012449	MJP Technologies, Inc	2/17/2022	COMPUTER REPAIR	200.00
310558	OFFICE 360	2/2/2022	RECYCLED GEL PEN	8.61
310564	OFFICE 360	2/2/2022	BINDER CLIPS	1,992.08
310565	OFFICE DEPOT INC.	2/2/2022	GEL PEN 12PK	95.59
P012448	PETER HUANG AND LORETTA HUANG	2/17/2022	1/12-2/10/22- ELECTRIC CHARGES	303.83
310591	PETER HUANG AND LORETTA HUANG	2/23/2022	03/22 - RENT	3,500.00
A003961	PRN NURSING CONSULTANTS	2/25/2022	12/14/21- SPECIAL ED SERVICES	1,800.00
E003000	PUROSERVE	2/2/2022	1/22- RO RENTAL	167.00
E003287	PUROSERVE	2/17/2022	2/22- FILTER.SERVICE RENTAL	124.00
E003362	PUROSERVE	2/22/2022	2/22- RO RENTAL	167.00
310559	Quadient Finance USA, Inc.	2/2/2022	LATE FEE PREVIOUS STD WAS DUE 1/6/22 AND WAS PAID 1/18/22	178.58
310570	Quadient Finance USA, Inc.	2/10/2022	12/21/22- POSTAGE	238.50
310577	Quadient Finance USA, Inc.	2/17/2022	FINANCE CHARGE	42.70
310563	RENE QUON	2/2/2022	AMAZON- ALGAE CONTROL SOLUTION	67.47
310575	REPUBLIC SERVICES #902	2/17/2022	2/22- WASTE DISPOSAL SERVICES	1,421.81
310562	RICOH USA Inc.	2/2/2022	2/13-3/12/22- COPIER LEASE	2,599.33
310583	RICOH USA Inc.	2/22/2022	LATE FEE FOR PREVIOUS MONTH	293.41
310592	San Fernando Valley Japanese American Community Ce	2/23/2022	03/22 - RENT	12,350.00

**YPI Charter Schools
Check Register
From 02/01/22 to 02/28/22**

Check #	Vendor Name	Date	Description	Amount
310590	SFVJLI	2/23/2022	SEP21-FEB22 & JUN22 + Deposit	6,350.00
310593	SFVJLI	2/23/2022	03/22 - Rent	900.00
310572	SOUTHERN CALIFORNIA GAS COMPANY	2/10/2022	12/15-1/14/22- GAS CHARGES	1,880.10
310585	SOUTHERN CALIFORNIA GAS COMPANY	2/22/2022	1/14-2/15/22- GAS CHARGES	1,192.74
310568	Sparkletts	2/2/2022	1/22-WATER COOLER RENTAL	24.94
310581	Sparkletts	2/17/2022	1/22- WATER BOTTLED SERVICES	67.41
310589	Sparkletts	2/22/2022	1/22- WATER BOTTLED SERVICES	80.95
P012963	STS EDUCATION	2/25/2022	CHROMEBOOK 45W USB-C- NEW HPACCESSORY	1,005.17
310586	Stuart Cowie	2/22/2022	SPRAY PAINT FOR CLASS PROJECT	42.11
P011373	SUCCESS FOR ALL FOUNDATION, INC.	2/2/2022	12/1/21- TRAINING CONTRACT#103889	2,550.00
P011390	SUCCESS FOR ALL FOUNDATION, INC.	2/2/2022	9/23/21- TRAINING CONTRACT # 103889	3,825.00
A003396	SYNCB/AMAZON	2/2/2022	SOLD (BOOK)	2,190.99
A003409	SYNCB/AMAZON	2/2/2022	SOLD(BOOK)	1,300.32
A003576	SYNCB/AMAZON	2/10/2022	THE VANISHING HALF: A NOVEL	1,170.67
A003770	SYNCB/AMAZON	2/17/2022	PUREPLUS DA29-00020B	2,544.98
A003858	SYNCB/AMAZON	2/22/2022	SPOT MARKERS FOR SPORTS AND SOCIAL DISTANCING	1,224.12
A003962	SYNCB/AMAZON	2/25/2022	BOOK - HURRICANE CHILD	585.04
310571	TANYA HARRY	2/10/2022	1/8/22 LONG BEACH CONVENTION CENTER-PARKING FEE FIELD TRIP	246.99
A003397	TEACHERS ON RESERVE	2/2/2022	1/10-1/14/22- SUBSTITUTE SERVICES	616.96
A003577	TEACHERS ON RESERVE	2/10/2022	12/17/21- SUBSTITUTE SERVICES	279.31
A003963	TEACHERS ON RESERVE	2/25/2022	1/31-2/4/22- SUBSTITUTE SERVICES	666.04
P011391	The Education Team	2/2/2022	12/15/21- SUBSTITUTE SERVICE	279.67
P012660	The Education Team	2/22/2022	2/2/22- SUBSTITUTE SERVICES	311.61
P012447	THE MILLER INSTITUTE FOR LEARNING WITH TECHI	2/17/2022	E-RATE MANAGEMENT SERVICES FY-7/1/21-6/30/22 FUNDING YEAR 2022/20	9,350.00
P012962	THE MILLER INSTITUTE FOR LEARNING WITH TECHI	2/25/2022	1/27/22 , 2/3/22- CONTRACT CONSULT LABOR HOURS	390.00
A003398	Think Together	2/2/2022	INSTALLMENT #6 COMPREHENSIVE MANAGEMENT OF ASES	31,166.91
A003410	Think Together	2/2/2022	INSTALLMENT #7 COMPREHENSIVE MANAGEMENT OF ASES	31,166.91
A003554	Think Together	2/8/2022	JUNE 2021- GEAR. UP SERVICES	340,527.25
310567	TIME WARNER CABLE	2/2/2022	1/14-2/12/22- INTERNET ACC#0556	1,169.04
P011392	TOTAL EDUCATION SOLUTIONS	2/2/2022	12/21-SPECIAL ED SERVICES	828.00
P011375	UNUM	2/2/2022	02/22 - SHORT TERM/LONG TERM DISABILITY	944.89
P012073	UNUM	2/11/2022	02/22 - VOLUNTARY LIFE PREMIUMS	1,189.90
A003401	WAXIE SANITARY SUPPLY	2/2/2022	HAND SANITIZER	1,260.87
A003407	WAXIE SANITARY SUPPLY	2/2/2022	PURELL HEALTHCARE ES4 ADV HAND SANITIZER FOAM 1200 ML 2/CS	1,056.50
A003964	WAXIE SANITARY SUPPLY	2/25/2022	TISSUE	610.52
310579	YOLANDA FUENTES	2/17/2022	2/9 REFEREE FEES FOR STUDENTS SOCCER GAME	464.00
				737,209.23

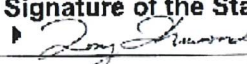
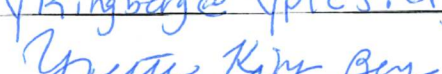
Coversheet

Recommendation to Approve Receipt of ASES GAN for Bert Corona Charter School in the amount of \$203, 482.84

Section: VI. Items Scheduled For Action
Item: D. Recommendation to Approve Receipt of ASES GAN for Bert Corona Charter School in the amount of \$203, 482.84
Purpose: Vote
Submitted by:
Related Material: Executed ASES GAN Bert Corona CS 03042022 (1).pdf

California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

Grant Award Notification

GRANTEE NAME AND ADDRESS Yvette King-Berg, Executive Director Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				21	23939	C0654	EZ
Attention Expanded Learning Programs Coordinator				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Expanded Learning Office				Resource Code	Revenue Object Code	19	
Telephone 818-834-5805				6010	8590	INDEX	
Name of Grant Program After School Education and Safety Program						0150	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$203,482.84		\$203,482.84		07/01/2021	12/31/2022	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
I am pleased to inform you that you have been funded for the After School Education and Safety Program. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly. Please email the signed Grant Award Notification (AO-400) to: <div style="text-align: center;"> Paul Simpson-Jones at pjones@cde.ca.gov California Department of Education 1430 N Street, Suite 3400 Sacramento, CA 95814-5901 </div>							
California Department of Education Contact Paul Simpson-Jones				Job Title Associate Governmental Program Analyst			
E-mail Address pjones@cde.ca.gov					Telephone 916-319-0211		
Signature of the State Superintendent of Public Instruction or Designee 					Date February 23, 2022		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent Yvette King-Berg				Title Executive Director			
E-mail Address Y.Kingberg@ypics.org					Telephone (818) 726-8883		
Signature 					Date 3/4/2022		