

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday August 22, 2016 at 2:00 PM PDT

Location

Conference Call# (605) 562-3000, Access # 1004153 Locations: 1625 W. Olympic Blvd., Los Angeles, CA 90015 17112 Minnehaha St., Granada Hills, CA 91344 25024 Highspring Ave., Newhall, CA 91321 9400 Remick Ave., Pacoima, CA 91331 757 Westwood Place, Los Angeles, CA 90095 634 S. Spring St., Los Angeles, CA 90012 815 N. El Centro Ave., Los Angeles, CA 90038 501 S. Bixel St., Los Angeles, CA 90017

Instructions for Presentations to the Board by Parents and Citizens

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

1. Agendas are available to all audience members at the door to the meeting.
 2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Presentations from the Public". "Presentations from the Public" is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
 3. You may also complete a "Request of Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
 4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
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5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 1157 S. Berendo Street, Los Angeles, California 90006 or 9400 Remick Avenue, Pacoima, California 91331.

Americans with Disabilities

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			2:00 PM
Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Approve Minutes from June 29, 2016	Approve Minutes	Gene Straub	2 m
II. Communications			2:02 PM
A. Presentations from the Public	FYI		5 m
III. Consent Agenda			2:07 PM
A. Consent Agenda Items	FYI		
<p>All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in onemotion 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.</p>			
IV. Board Governance			2:07 PM
A. 2016-2017 Board Calendar Proposed Dates	Vote	Yvette King- Berg	5 m

September 19, 2016 - Regular Meeting
 October 24, 2016 - Regular Meeting

	Purpose	Presenter	Time
November 28, 2016 - Finance Committee Meeting			
December 12, 2016 - Regular Meeting			
January 30, 2017 - Regular Meeting			
February 27, 2017 - Regular Meeting			
March 27, 2017 - Finance Committee Meeting			
April 24, 2017 - Regular Meeting			
May 22, 2017 - Regular Meeting			
June 29, 2017 - Regular Meeting			
B. LAUSD Oversight Reports	FYI	Yvette King-Berg	10 m
V. Academic Excellence			
Academic Excellence			
VI. Finance			2:22 PM
Audit			
A. 15-16 YPICS Spring Con App	Vote	Irina Castillo	10 m
VII. Facility			2:32 PM
Facility			
A. Facilities Update	FYI	Ruben Duenas	5 m
VIII. Executive Director			2:37 PM
A. School Opening and Monsenor Oscar Romero Renewal Updates	FYI	Yvette King-Berg	5 m
IX. Closing Items			2:42 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes from June 29, 2016

Section: I. Opening Items
Item: C. Approve Minutes from June 29, 2016
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 29, 2016

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Board Meeting

Date and Time

Wednesday June 29, 2016 at 6:00 PM

Location

Monsenor Oscar Romero Charter School - 1157 S. Berendo Street, Los Angeles, CA 90006; Board Member Carlos Vaquerano calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015 and Board Members Jonathan Williams 4000 S. Main Street, Los Angeles, CA 90037; Conference Call: (605) 562-3000, Access# 1004153

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Trustees Present

C. Vaquerano (remote), G. Straub, J. Lucente, J. Williams, M. Keipp

Trustees Absent

A. Reza, S. Mendoza

Trustees who arrived after the meeting opened

J. Williams

Trustees who left before the meeting adjourned

C. Vaquerano

Guests Present

I. Castillo, K. Gamez, M. Morla, R. Duenas, Y. King-Berg, Y. Zubia

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Wednesday Jun 29, 2016 at 6:38 PM.

C. Approve Minutes from June 6, 2016

J. Lucente made a motion to approve minutes from the Board Meeting on 06-06-16 Board Meeting on 06-06-16.

M. Keipp seconded the motion.

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

Roll Call

J. Lucente	Aye
J. Williams	Absent
S. Mendoza	Absent
M. Keipp	Aye
C. Vaquerano	Aye
A. Reza	Absent
G. Straub	Aye
S. Mendoza	Absent

II. Communications

A. Presentations from the Public

There were no presentations from the public.

III. Consent Agenda

A.

Consent Agenda Items

B. 2016 - 2017 YPICS School Calendars

M. Keipp made a motion to approved the consent agenda Item - 2016 - 2017 YPICS school calendars.

J. Lucente seconded the motion.

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

Roll Call

C. Vaquerano	Aye
G. Straub	Aye
A. Reza	Absent
S. Mendoza	Absent
J. Williams	Absent
J. Lucente	Aye
M. Keipp	Aye
S. Mendoza	Absent

IV. Board Governance

A. Fiscal Policy

The Board directed the following:

- Language be added on bank reconciliations receiving approval from the Executive Director or Chief Operations Officer
- Language be added in the deposit section that states all deposits are held in a secure location until deposited
- Language be added to the travel section that states transportation will be purchased at the lowest rate possible.

J. Williams arrived.

J. Lucente made a motion to approve the amended fiscal policy.

M. Keipp seconded the motion.

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

Roll Call

S. Mendoza	Absent
C. Vaquerano	Aye
M. Keipp	Aye
J. Williams	Aye
S. Mendoza	Absent
A. Reza	Absent
G. Straub	Aye
J. Lucente	Aye

B. Inter-Agency Loan

This item is moved to the next board meeting.

C. Board Resolution to Submit the Monsenor Oscar Romero Charter School Document

M. Keipp made a motion to approve the board resolution to submit the Monsenor Oscar Romero Charter School renewal petition.

J. Williams seconded the motion.

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

Roll Call

M. Keipp Absent
S. Mendoza Absent
A. Reza Absent
C. Vaquerano Aye
G. Straub Aye
S. Mendoza Absent
J. Williams Aye
J. Lucente Aye

V. Finance

A. YPICS May 2016 Financials

J. Lucente made a motion to Made a motion to approve the May 2016 financials for YPI Charter Schools including a review of the schools' check registers and financial ledgers as submitted.

J. Williams seconded the motion.

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

Roll Call

S. Mendoza Absent
C. Vaquerano Aye
J. Lucente Aye
M. Keipp Aye
J. Williams Aye
G. Straub Aye
S. Mendoza Absent
A. Reza Absent

B. 2016 - 2017 YPICS Budget

C. Vaquerano left.

M. Keipp made a motion to approve the 2016 - 2017 YPICS Budget.

S. Mendoza seconded the motion.

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

Roll Call

M. Keipp Aye
S. Mendoza Aye
J. Lucente Aye
J. Williams Aye
C. Vaquerano Absent
S. Mendoza Absent
G. Straub Aye
A. Reza Absent

C. LCAP

M. Keipp made a motion to approve the 2016- 2017 LCAPs for Bert Corona Charter School, Monsenor Oscar Romero Charter School, and YPI Valley Public Charter High School.

J. Lucente seconded the motion.

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

Roll Call

G. Straub Aye
C. Vaquerano Absent
J. Lucente Aye

Roll Call

S. Mendoza Aye
J. Williams Aye
M. Keipp Aye
A. Reza Absent

D. 2016 - 2017 ExED Contract

S. Mendoza made a motion to approve the 2016 - 2017 ExED Contract.
J. Lucente seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza Aye
M. Keipp Aye
C. Vaquerano Absent
S. Mendoza Absent
J. Williams Aye
J. Lucente Aye
A. Reza Absent
G. Straub Aye

E. YPICS FY16-17 EPA Spending Plan

J. Lucente made a motion to approve the YPICS 2016 - 2017 EPA Spending Plans.
M. Keipp seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza Absent
A. Reza Absent
G. Straub Aye
C. Vaquerano Absent
M. Keipp Aye
S. Mendoza Aye
J. Williams Aye
J. Lucente Aye

F. Review LEA Plans

This item is moved to the next board meeting.

VI. Facility

A. Chief Operations Office Report

Ruben Duenas gave an update on the construction projects at Monsenor Oscar Romero Charter School, Bert Corona Charter School and the central office.

VII. Closing Items

A. Adjourn Meeting

The next meeting will be on Friday, July 29, 2016. The location is to be determined.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:34 PM.

Respectfully Submitted,

Y. Zubia

Coversheet

LAUSD Oversight Reports

Section: IV. Board Governance
Item: B. LAUSD Oversight Reports
Purpose: FYI
Submitted by:
Related Material: YPIVALLEY 7598 Annual PBOV Report 2015-2016.pdf
YPIOSCAR 8196 Annual PBOV Report 2015-2016.pdf
YPIBERT 8054 Annual PBOV Report 2015-2016.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2015-2016 SCHOOL YEAR

FOR

YPI VALLEY PUBLIC CHARTER HIGH SCHOOL -7598

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

Charter School Name:		YPI Valley Public Charter High School			Location Code:	7598
Current Address:		City:	ZIP Code:	Phone:	Fax:	
12540 Pierce Street		Pacoima	91331			
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			6	XR (NE)		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:		
70	500	9-10		9-12		
Total Number of Staff Members:	12	Certificated:	8	Classified:	4	
Charter School's Leadership Team Members:		Larry Simonsen, Instructional Leader Susie Castellon, Program Coordinator Ruben Duenas, Chief Operating Officer Yvette King-Berg, Executive Director				
Charter School's Contact for Special Education:		Vashon Nutt, Special Education Director				
CSD Assigned Administrator:	Blanca A. Castillo-Alves		CSD Fiscal Services Manager:	Ruby Chang		
Other School/CSD Team Members:		Ruby Chang, Fiscal Services Manager Monique Galvez, Specialist				
Oversight Visit Date:	January 21, 2016		Fiscal Review Date (if different):			
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Prop 39		LAUSD Co-Location Campus (if applicable):	Maclay Middle School		

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	No Rating	2	1



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

RENEWAL ELIGIBILITY: To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:	2012	2013
Criterion 1: Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		DATA NOT AVAILABLE
Criterion 2: Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Criterion 3: Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	DATA NOT AVAILABLE	DATA NOT AVAILABLE

Criterion 4: (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
- (i) Documented and clear and convincing data.
 - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - (iii) Information submitted by the charter school.

NOTE: If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607(b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

RENEWAL RECOMMENDATION: Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2015-2016*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> (G4) 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 verified through the NCLB grid. (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and though CSD observation of their board meeting, such as on 4/25/16 whereas conversations entailing items on agenda from the Director of Academic Achievement referencing student academic achievement as part of the standing agenda item on their board documents. This is also evident though agendas and minutes such as on 8/26/15 where the Director of Academic Achievement reported out a town hall meeting to address Common Core Standards. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> (G1) The Governing Board has partially implemented the organizational structure set forth in approved charter as this is their first year of operations as positions in the organizational structure are still open pending increase of grade levels and student enrollment. (G2) Although documentation was provided to attest that the Governing Board holds regular meetings, it is recommended that notification to all stakeholders and changes to such dates are clearly annotated on the Board of Directors Meeting Calendar 2015-16. CSD also recommends that the Governing Board meeting agendas and minutes are posted and maintained as, appropriate on the website, in accordance with Brown Act, as the last dated agendas and minutes were dated March 23, 2015 on the website. (G3) The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. The school leadership is in the process of revising the organization's Student Handbook which as per our conversation is missing specific procedures of Uniform Complaint procedures aligned to state and federal programs; such as but not limited to naming the person assigned to receive such complaints is not clearly delineated. <p><u>Corrective Action Required</u></p>	



LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

Notes:

- At the time of the oversight visit on January 21, 2016 the YPICS Board had not finalized their decision to change the current YPICS High School name, however it is scheduled to take place during their May 23, 2016 Board Meeting. Documentation received June 29, 2016.
- CSD reminds the CMO to ensure prompt response to all reasonable inquires as stipulated to Ed. Code. It is recommended that the CMO observe and refines systems specifically pertaining to timely submission of reports and requests such as timely submission of: (1) Contact Information, (2) EL master Plan Certifications and (3) requests for clarification aligned to charter petition.

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*

G1: GOVERNANCE STRUCTURE - 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
- school leadership

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 1/21/2016

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 requirements
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 7) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

Rubric	Sources of Evidence



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 9) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 10) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 11.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

<p><i>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:</i></p> <ul style="list-style-type: none"> • 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, 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 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 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



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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 type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place for the evaluation of its chief executive(s) and school administrator(s) to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Documentation related to system for evaluation of school leadership (B1: 12) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure:</i></p> <ul style="list-style-type: none"> review and use of academic and other 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 ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making (B1: 13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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"> Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance 		
	Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input checked="" type="checkbox"/> The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
Summary of School Performance	No Rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> (A6) The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments evidenced through the NWEA data provided by the school and interview conducted with teachers' ing focus group. CSD recommends to continue to build upon first year's implementation to adjust and guide teaching and intervention practices to support the educational program. CSD also recommends data to be analyzed by grade levels and subgroups to ensure intervention and support systems are aligned to students' needs i.e. special education and English learners subgroups. <p><u>Corrective Action Required</u></p>	
<p>Notes:</p> <ul style="list-style-type: none"> Data for indicators (A1), (A2), (A3), (A4) (A5) and (A7) is not available for this school as YPI High School opened in the 2015-16 school year. Data for indicator (A7) is not available as school just opened in the 2015-16 school year with 9th and 10th graders. 	



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A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • schoolwide Growth API score (CDE) • 3-year API average (based on 2011, 2012, and 2013 data)(CDE) 		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> 3-Year Average API report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)

A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Similar Schools Rank (CDE) 		
Performance	Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7	
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5	
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below	
	<input checked="" type="checkbox"/> No assessment of performance for this indicator	

A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- Statewide Rank (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7	
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5	
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below	
	<input checked="" type="checkbox"/> No assessment of performance for this indicator	

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- English Learner reclassification rate

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average	<input type="checkbox"/> Reclassification report (CDE) (B2: 1.3) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input type="checkbox"/> School internal reclassification data (B2: 2.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average	
	<input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average	
	<input type="checkbox"/> The school does not reclassify English Learners	
	<input checked="" type="checkbox"/> No assessment of performance for this indicator	

A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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



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- The school's internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2-7) <input checked="" type="checkbox"/> Other: (Specify) discussion with teacher focus group and leadership

HIGH SCHOOLS ONLY:

A7: 10TH GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- 10TH Grade combined CAHSEE passage rates in ELA and Math

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> CAHSEE 10 th Grade Combined report (CDE) (B2: 1.6) <input type="checkbox"/> Other: (Specify)
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HIGH SCHOOLS ONLY:

A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- LAUSD School Performance Framework (SPF) classification

Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) (B2: 1.7) <input type="checkbox"/> Other: (Specify)

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

N/A



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (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 per documentation and conversation with charter leader. The school meets regularly with the co-located principal and follows all emergency drills consistent with LAUSD Policy. • (O4) The school has substantially implemented the innovative components of the educational program described in the charter as evidenced by the conversation with the leadership team and the instructional leader. During the leadership conversation the school shared their awareness and constant reminder to ensure they are creating a college going culture by ensuring that students are exposed to different universities and campuses. The school has also instituted their first CTE Pathway: Media Arts in an effort of sustaining a college and career readiness environment. In addition to in-house programs, fieldtrips to universities, libraries and the beginning stages to develop professional development for parents so that they can support their students through college applications and beyond. • (O5) DVR documentation, self-review checklist, Welligent reports and discussion with leadership indicates the school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree. The school has developed systems to support new special education staff and provides whole staff professional development. • (O7) Classroom observations indicate that CCSS is implemented with fidelity as evidenced by common core strategies implemented by teachers, the utilization of school-wide grading practices was evident through rubrics in all five classrooms and the alignment to student reflective practices. During our classroom observations CSD observed teacher ownership of their practice by taking on the <i>learning outcomes</i> and molding them to their own sense of understanding such as “SWBT to connect students’ understanding and reflection of their own learning.” During the teacher focus group it was evident that the faculty has professional development opportunities and time allocated to regular purposeful collaboration to improve instructional practice as evidenced by some of their comments: <ol style="list-style-type: none"> (1) “We come together during PD, we use a rubric and we look at common language. We are there for each other,” (2) We have graded student work, we present the student work to the team to see what we could give each other. Calibration –kids know what grade means and it’s consistent across the board,” and (3) “I have completely changed as a teacher. We are getting help to make it better.” <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • (O3) The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs as this is the first year of operation. During the leadership meeting it was evident that the school is well aware of their English language learners and has had conversations and professional development to identify differentiated strategies to support instruction for 	



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all students, but specifically targeted for this subgroup. CSD recommends that the school continues to implement differentiation strategies and continue to develop intervention approaches to meet the learning needs of all students.

- (05) CSD strongly recommends the school develops a process to ensure substitute teachers are aware of students IEP when covering a classroom.
- (O6) To be in compliance with the law and its charter, as well as LAUSD's Discipline Foundation Policy the school must take a close review of their Parent-Student Handbook, for example: (1) alternatives to suspension and (2) student fees for not wearing the PE uniform.
- (O8) The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced by the Parent-Student Handbook and conversations with leadership in terms of revising such document. CSD recommends that the school and the leadership team examine processes for updating information to CSD of any changes in terms of school directory information, changes to calendars and locations, and responses to requests by CSD in a timely fashion.

Corrective Action Required

Notes:

- The school is in the process of obtaining WASC certification for the first graduating class. The charter is proactive and has begun the process for WASC approval to ensure accreditation approval for the first graduating class of 2018.
- Based on the conversation with leadership the school is in the process of clearing courses with UC Doorways.

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain clearances 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: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

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



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- the school has a current site-specific comprehensive 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
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- 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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input checked="" type="checkbox"/> Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 (“NCLB Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2



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The school has:

- implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), 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 ([high schools only](#))

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

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
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <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 ELs <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 ELs <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 ELs <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the innovative 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 innovative components of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter <input checked="" type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of innovative components of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist • maintains timely and accurate records in Welligent



LAUSD CHARTER SCHOOLS DIVISION

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	Rubric	Sources of Evidence
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 program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> DVR documentation (B3: 4.1) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input type="checkbox"/> Other special education documentation (B3: 4.1) <input type="checkbox"/> Welligent reports and/or other MCD documentation <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> • 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, and data monitoring • provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive • minimize discretionary suspensions and expulsions • reduce or eliminate suspension disproportionality for student subgroups 	
Rubric	Sources of Evidence



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DATE OF VISIT: 1/21/2016

Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input 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 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Professional development documentation (B3: 3.7) <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: 4.2) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p><i>The school:</i></p> <ul style="list-style-type: none"> • has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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DATE OF VISIT: 1/21/2016

Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input 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 type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)
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O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <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: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Parent NCLB "Right to Know" letter (B3: 4.3) <input type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
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Performance	<input checked="" 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"/> Evidence of staff evaluation system (B1: 12 or B3: 4.4)
	<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Discussion with school leadership
	<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"/> Other: (Specify)
	<input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	
	<input type="checkbox"/> No assessment of performance for this indicator	

O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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 and appropriately assigned as authorized by their credentials
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
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Performance	<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 <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 (“NCLB Grid”)</i> (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

Location Code: 7598
 School Name: YPI Valley Public Charter High
 FY Start Date: 2015-16

Charter #: 1724
 CDS Code: 19 64733 0132126

7598	2012-13					2013-14					2014-15				
	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
YPI Valley Public Charter High															
Cash and Cash Equivalents		0	0	0	0		0	0	0	0		0	0	0	0
Current Assets		0	0	0	0		0	0	0	0		0	0	0	0
Fixed Assets		0	0	0	0		0	0	0	0		0	0	0	0
Total Assets		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		0	0	0	0		0	0	0	0		0	0	0	0
Total Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income / (Loss)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, End	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

7598	Audited Financials					2015-16				
	2011-12	2012-13	2013-14	2014-15	2015-16	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
YPI Valley Public Charter High										
Cash and Cash Equivalents	0	0	0	0	0		173,401	168,739	0	0
Current Assets	0	0	0	0	0		312,944	315,416	0	0
Fixed Assets	0	0	0	0	0		57,046	63,579	0	0
Total Assets	0	0	0	0	0		369,990	378,995	0	0
Current Liabilities	0	0	0	0	0		90,619	102,391	0	0
Long Term Liabilities	0	0	0	0	0		155,563	155,563	0	0
Total Liabilities	0	0	0	0	0		246,182	257,954	0	0
Net Assets	0	0	0	0	0		123,808	121,041	0	0
Total Revenues	0	0	0	0	0	1,454,453	1,433,953	1,439,332	0	0
Total Expenditures	0	0	0	0	0	1,454,265	1,296,984	1,305,129	0	0
Net Income / (Loss)	0	0	0	0	0	188	136,969	134,203	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	0	0	0	0	188	136,969	134,203	0	0
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(13,161)	(13,162)	0	0
Net Assets, Beginning, Adjusted	0	0	0	0	0	0	(13,161)	(13,162)	0	0
Net Assets, End	0	0	0	0	0	188	123,808	121,041	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are eligible to be considered for the rating of 1, <i>-Unsatisfactory</i> Other circumstances and information influencing the rating are noted in this evaluation.</p>	1
<p>YPI High School, operated by YPI Charter School Inc., opened in 2015/2016. The school serves grades 9 and 10 in 2015/2016. The second interim for 2015/16 forecasted positive net assets of \$121,041 and net income of \$134,203.</p> <p>YPI Charter School Inc. operates three charter schools. Bert Corona Charter School, Monsenor Oscar Romero Charter School, and YPI Valley Public Charter High School. Bert Corona Charter School was opened in 2004/05 and Monsenor Oscar Romero was opened in 2007/08. Per 2014/15 audit report, YPI Charter Schools, Inc. and affiliated charter schools have total net assets of \$3,581,010.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p style="padding-left: 40px;">2015/16 Second Interim: Net Assets : \$691,242 Net Income: \$136,96</p>	
<p>Areas Noted for Further Growth and/or Improvement:</p> <p>Based on the review of documents provided by the school, following are the results of the fiscal oversight visit:</p> <ol style="list-style-type: none"> 1. It is noted that the school incurred over the limit fees for a total amount of \$273.00. The months where these fees occurred are as follows: <ul style="list-style-type: none"> o Credit Card 9744: August 2015, September 2015, October 2015, January 2016. o Credit Card 9556: October 2015, November 2015, December 2015. 2. The Charter school did not adhere to the governing board approved Fiscal Policies and Procedures. Based on the review performed, below are the areas of non-compliance: <ul style="list-style-type: none"> o Credit cards policies: <ol style="list-style-type: none"> i. Policies requires an itemized receipt to be turned in for all purchases. Three out of thirteen credit card transactions selected do not have itemized receipts attached. ii. Credit cards policies require a missing receipt form to be filled out and approved by the Executive Director or Chief Operations Officer in the case of a missing receipt. One of the thirteen credit card transactions selected did not have either an itemized receipt or a missing receipt form attached. iii. Total amount for the above transaction was \$4,816.75 o Invoice approval procedures: 	



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<ul style="list-style-type: none"> i. Policies requires that the Coordinator of Accounts Payable will open and review invoices and bills. The charter school could not provide documentations to support the practice of having the Coordinator of Accounts Payable, review all invoices before the payments are processed and made. ii. Invoice approval and processing procedures states that merchandise will be traced back to the packing list when receiving tangible goods. Two of the invoices selected did not have packing slips to support the receipt of goods purchased. iii. The total amount for the above transaction was \$20,612.97 	
<p>Corrective Action Required: None noted.</p>	

<p>Notes:</p> <ul style="list-style-type: none"> 1. Reviewed independent audit report for fiscal year 2014/15 was performed by VLS, LLP , and noted the following Audit opinion: Unqualified Material weakness: None Noted Deficiency/Finding: None Noted 2. Reviewed the following bank statements and no discrepancies noted. Pacific Western Bank 9127: Review bank statements and reconciliations between September and November 2015. Pacific Western Bank 9132: Review bank statement and reconciliations for July 2015. 3. Reviewed September 2015 credit card statement. Please see discrepancies noted above. 4. Reviewed the following checks, See Areas of Demonstrated Strength and/or Progress for details. Check numbers: 301751, 301906, 302064, 302087, 302323, 302171, 302172, 302106, 301957, 302084 5. The school does not have student body account. 6. A Segregation of duties interview was conducted at one of the YPI schools and no discrepancies noted.

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



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Fiscal Operations Rubrics

<p><i>A 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>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other.



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A 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.

A 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.

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

<p><i>A 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>A 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. Must be positive at the end of the third year, per applicable audit, and beyond; 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no conflict of interest. <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

<p><i>A 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>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>6. Current audit shows no material weaknesses, deficiencies and/or findings;</p> <p>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>8. Governing board approves any amendment(s) to the charter school’s budget; and</p> <p>9. Governing board approved LCAP is posted on the charter school’s website.</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><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. Governing board approved LCAP is posted on the charter school’s website. 8. The EPA allocation and expenditures are posted on the charter school’s website. 	<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: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

<p><i>A 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>A 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> Other circumstances and information could influence the rating and will be noted in the evaluation.</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>

Fiscal Operations Quality Indicators

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]

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
 - Balance Sheet (Statement of Financial Position)
 - Income Statement (Statement of Activities)
 - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
 - Budget and approval of budget
 - Regular financial reports at regular board meetings
 - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actuals, annual audit)
 - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Policies and Procedures Manual (approved by their governing board at least every five years to be coterminous with the charter petition, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: YPI VALLEY PUBLIC CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/21/2016

4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.*

<i>Existing Schools</i>	<i>New Schools</i>
<ul style="list-style-type: none"> • Current audit (notes, findings and material weakness, others) • Results of prior/current year financial ratios • Enrollment/ADA trends of the charter • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric 	<ul style="list-style-type: none"> • Compare current enrollment count with the projection in the PENSEC Report • Current total debt • Current grant awards/other revenue • Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense • Expense and Receipts compared to Budget • Results of current year financial ratios • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric

4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.*

- The board adopts and approves a fiscal procedures handbook at least every five years to be coterminous with the term of the charter. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board’s regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board’s receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2015-2016 SCHOOL YEAR FOR

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - 8196

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

Charter School Name:	MONSEÑOR OSCAR ROMERO			Location Code:	8196
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1157 S. Berendo	Los Angeles	90006	213 413 9600		
Current Term of Charter:	LAUSD Board District:		LAUSD District:		
July 1, 2012 to June 30, 2017	2		East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
335	375	6-8	6-8		
Total Number of Staff Members:	34	Certificated:	16	Classified:	18
Charter School's Leadership Team Members:	Jose Castillo, Lead Administrator; Ruben Duenas, Chief Operations Officer; Kevin Myers, Director of Academic Achievement; Yvette King-Berg, Executive Director				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:	Blanca A. Castillo-Alves	CSD Fiscal Services Manager:	Ruby Chang		
Other School/CSD Team Members:	Chris Humphrey				
Oversight Visit Date:	April 21, 2016	Fiscal Review Date (if different):			
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	YES	LAUSD Co-Location Campus (if applicable):	Berendo Middle School		

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 CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

RENEWAL ELIGIBILITY: To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:

	2012	2013
Criterion 1: Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		NO SCHOOL HAS NOT MET THIS REQUIREMENT
Criterion 2: Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	NO SCHOOL HAS NOT MET THIS REQUIREMENT	YES SCHOOL HAS MET THIS REQUIREMENT
Criterion 3: Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	YES SCHOOL HAS MET THIS REQUIREMENT	YES SCHOOL HAS MET THIS REQUIREMENT

Criterion 4: (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
- (i) Documented and clear and convincing data.
 - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - (iii) Information submitted by the charter school.

NOTE: If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607(b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

RENEWAL RECOMMENDATION: Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2015-2016*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter. (G4) 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 verified through the NCLB grid. (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. Examples: (1) 4/25/16 Board Meeting an update from the Director of Academic Achievement referencing student academic achievement and progress; and (2) 8/26/15 a report of a town hall meeting with parents at Berendo Middle School to address Common Core Standards. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> (G2) Although documentation was provided to attest that the Governing Board holds regular meetings, it is recommended that notification to all stakeholders and changes to such dates are clearly annotated on the Board of Directors Meeting Calendar 2015-16. CSD also recommends that the Governing Board meeting agendas and minutes are posted and maintained as appropriate, in accordance with Brown Act, as the last dated agendas and minutes on the website were dated March 23, 2015. (G3) The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. The school leadership is in the process of revising the organization's Student Handbook which as per our conversation is missing specific procedures of Uniform Complaint Procedures aligned to state and federal programs; such as but not limited to naming the person assigned to receive such complaints had not yet been identified. Also note that at the time of the oversight and thereafter the school's website included an outdated 2014-15 Parent Student Handbook. <p><u>Corrective Action Required</u></p>	
<p>Notes:</p> <ul style="list-style-type: none"> CSD reminds the CMO to ensure prompt response to all reasonable inquires as stipulated to Ed. Code. It is recommended that the CMO observes and refines systems specifically pertaining to timely submission of reports and requests such as timely submission of: (1) Contact Information, (2) EL master Plan Certifications and (3) requests for clarification aligned to charter petition. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*

G1: GOVERNANCE STRUCTURE - 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
- school leadership

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/21/2016**

Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 7) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 9) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 10) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 11.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

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, 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 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 per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p>Performance</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place for the evaluation of its chief executive(s) and school administrator(s) to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements



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Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Documentation related to system for evaluation of school leadership (B1: 12) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure:</i>		
<ul style="list-style-type: none"> review and use of academic and other 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 ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making (B1: 13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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



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The Governing Board has a system in place to ensure sound fiscal management and accountability:

- Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input checked="" type="checkbox"/> The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

* The above applies only to the fiscal governance process.

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



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (A5) According to CDE, the school’s reclassification rate for the 2014-15 school year is 19.8% which is higher than district at 16.6%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • (A6) The school has demonstrated developing levels of student achievement and progress as measured by their NWEA MAPs, internal assessments, and has been able to create an alignment to adjust instruction to support achievement as measured by the CAASPP. The school also utilizes Achieve 3000, ALEKS and “Success for All” classroom data to help understand the student’s proficiency and to measure growth. Map assessment data yielded the following: <ul style="list-style-type: none"> ○ 16% of students met or exceeded the standard on MAP assessments for B3 MAP, while 48% of students did not meet the targeted goal. ○ For ELA 27% of students met or exceeded the standard on B3 MAP Math while 36% of students did not meet the ELA target. ○ The school is strategically aligning the results to CAASP 2015 where 23% of students met and exceeded the Math 2015 CAASPP and 50% of students did not meet the standard. In ELA, 26% students met and exceeded the standards while 39% of students did not meet the standards as measured by CAASPP. Note that documented evidence did provide internal assessment data by ELA and Special Education students within grade level. <p><u>Corrective Action Required</u></p>	
<p>Notes:</p>	



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A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="text-align: center; vertical-align: middle;">Performance</td> <td> <input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator </td> </tr> </table>	Performance	<input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
Performance	<input type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator		

A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • schoolwide Growth API score (CDE) • 3-year API average (based on 2011, 2012, and 2013 data)(CDE) 			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="text-align: center; vertical-align: middle;">Performance</td> <td> <input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input checked="" type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator </td> </tr> </table>	Performance	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input checked="" type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input checked="" type="checkbox"/> 3-Year Average API report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)
Performance	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input checked="" type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator		

A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Similar Schools Rank (CDE) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7	
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5	
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below	
	<input type="checkbox"/> No assessment of performance for this indicator	

A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- Statewide Rank (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7	
	<input checked="" type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5	
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below	
	<input type="checkbox"/> No assessment of performance for this indicator	

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- English Learner reclassification rate

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.3) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input type="checkbox"/> School internal reclassification data (B2: 2.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average	
	<input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average	
	<input type="checkbox"/> The school does not reclassify English Learners	
	<input type="checkbox"/> No assessment of performance for this indicator	

A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6



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

- The school's internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2-7) <input type="checkbox"/> Other: (Specify)

HIGH SCHOOLS ONLY:

A7: 10TH GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- 10TH Grade combined CAHSEE passage rates in ELA and Math

Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> CAHSEE 10 th Grade Combined report (CDE) (B2: 1.6) <input type="checkbox"/> Other: (Specify)
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HIGH SCHOOLS ONLY:

A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- LAUSD School Performance Framework (SPF) classification

Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) (B2: 1.7) <input type="checkbox"/> Other: (Specify)

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

BENCHMARK (From 2012-2017)
Analysis of CST in Math – there is no CST performance for this Benchmark due to the test's suspension; however the school did respond with an analysis of 2014-15 CAASPP performance as follows:

Since this was the first year we received data for the CAASPP/SBAC testing, it is difficult to have comparative data to make educated estimates about reasonable growth. Therefore, we looked at scores from the old STAR testing to get an idea of the kind of growth we could expect from year to year.



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While those numbers varied, it seemed reasonable to set proficiency growth at 10-15%. Our goal is for all students to grow and improve, but this range of growth seemed plausible based on previous years' data. Please see the chart below for exact numbers in all categories.

We have implemented the SFA math program, Power Teaching Math, to provide our teachers a research-proven structure for collecting meaningful data on a weekly basis to measure student growth. Over three years of implementation, we plan to see tremendous growth in our math program and we plan to already see noticeable growth this year (after 9 months of implementation).

CAASPP		
	Students Tested	Math Met/Exceeded
MORCS	309	23%
MORCS Goals	N/A	35%
MORCS ELs	75	1%
MORCS EL Goals	N/A	35%
MORCS SPED	34	3%
MORCS SPED Goals	N/A	35%



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (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 indicated in Parent Handbook. The Parent Handbook delineated an opportunity and process for parents to resolve concerns. The handbook also included a step by step process for suspension and/or expulsion, rehabilitation and reinstatement from expulsion and appeal of disciplinary action. Note that as a Prop 39 co-located school, the school is part of the Berendo Middle School Safety Plan. Evidence of Emergency Drills and Preparedness trainings included: <ul style="list-style-type: none"> ○ Emergency and Safety Procedures (8/5/15), (2) Blood Borne Pathogens (8/14/15) (3) Child Mandated Reporting training (8/14/15), (4) Sexual Harassment Training (5) several drills: Fire/Earthquake Drill 9/24/15, CA Shake Drill 10/16/15, ASP Lockdown Drill 2/25/16, and (6) Safety Epi Pen Training 1/11/16. ○ Detailed evidence of School Emergency Operation Assignments depicted an alignment to Berendo Middle School. Included as evidence were routes for emergencies, and Evaluation forms where staff is able to provide feedback as to improvement areas after a drill. ○ Evidence of Scoliosis screening team completed 4/28/16. CSD recommends the school includes complaint procedures for staff members as this was not delineated on the YPI Charter Schools Employee Handbook. • (O3) 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 ELs as this was evident through classroom observation of the SFA rotations in English and Math where students are constantly supported and monitored throughout the year. CSD observed in all classrooms collaborative grouping, partner reading and discussions, team support, and guided/released reflective thinking through the use of rubrics. In terms of monitoring the academic program, conversations with leadership included a developed system where teachers look at data which is driven from different sources such as NWEA, interim assessments, ALEX, ACHIEVE 3000 to support students and reorganize instruction. In addition Blended learning practices in Science and Math classrooms provided an opportunity to observe teacher differentiation, targeted instruction and feasibility within the class period of extending instruction for students achieving beyond the expected level. • (O4) The school has fully implemented the innovative components of the educational program described in the charter which includes: <ul style="list-style-type: none"> ○ Including parents as partners. The school reported in fall 2015 a schoolwide attendance rate for parent conferences of 96% compared to spring 2016 of 96.4%. The school continues to track data for Parent Engagement as they have encouraged parent participation to events, such as: (1) transition to Middle School – Parent Summer Bridge with 198 parents total in attendance; Back to School Night with a 50% attendance rate (172 parents in attendance); (2) Opportunities to learn and interact - Coffee with the Directors, Power School training, Common Core Training, monthly Parent Advisory meetings, and High School choice. ○ A second innovative component of the school is technology integration which allows students to utilize technology to supplement their own learning through ALEKS, Achieve 3000 and Adaptive Curriculum. ○ Service learning projects is a hallmark for MORCS where students focus on service learning projects to engage students and support critical thinking and problem solving activities. The school is also implementing Success for All programs in reading and math. 	



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- (O5) The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements as evidenced through conversations with the special education team, which provided an insight into a strong culture of learners. For example, the Resource Specialist is the case manager that ensures communication with family includes: notification for IEP meeting, design, development and implementation of IEP process which is tailored to create a culture that knows the child and the unique needs of the child in a holistic manner. Another successful practice the school employs is to have a pre-meeting with the parents in advance to provide them with the information as they participate in the design and development of the IEP (99% of parents attend the meetings). The school provides professional development for parents. The school also provides training for all staff, even those outside the classroom to provide an overview to understand the needs of students with disability. The Special Education team actively participates in weekly PD.
- (O7) 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 as evidenced through the professional development documentation which included topics such as: (1) EL Support, (2) Observations (based on Marzano's model), and (3) Implementation of SFA program. SFA facilitator does meet with teachers regularly and visits classrooms to provide support on areas that need improvement. PLC structures to discuss best practices that support all students to include subgroup population. Topics included: (1) academic vocabulary and (2) tiered instruction in the content classes.
- (O9) 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 through data collection and teacher evaluation aligned to the California Standards of the Teaching Profession.

Areas Noted for Further Growth and/or Improvement

- (O2) The school provided evidence of implementation of grade-level appropriate standards to ensure mastery of CCSS content, such as: (1) evidence of grade level conversations which included CCSS aligned guiding questions and prioritizing standards and objectives in the classroom; (2) evidence presented by the charter indicated qualitative and quantitative data driven discussions to align strengths and needs within content area; and (3) the school is open to share best practices by sharing with the community presentations, such as one titled "Why are People Afraid of Common Core?" which was presented October 6, 2015. This training included a description of common core standards and strategies used in the classroom to improve instruction.
- (O2) Note that CSD recommends for the school to continue to provide opportunities to improve teacher alignment to CCSS as this an area of concern based on data provided from the charter as it is referenced from prior Benchmark in alignment to Mathematics (See above under Achievement).
- (O3) It is recommended that the school continues to develop opportunities and strategies for student collaboration, opportunities for meaningful student discussion, opportunities to make inferences, pacing and timing. During the leadership discussion it was noted that the school is already planning next steps for extending strategies for teacher development to continue to expand knowledge of rubric development, student critical thinking skills and expectations.

Corrective Action Required



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Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain clearances 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: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

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
- the school has a current site-specific comprehensive 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
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- 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

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input 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 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 ("NCLB Grid")</i> (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), 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 (high schools only) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

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
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <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 ELs <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 ELs <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 ELs <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the innovative components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of implementation of innovative components of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree



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- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely and accurate 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 program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> DVR documentation (B3: 4.1) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input type="checkbox"/> Other special education documentation (B3: 4.1) <input type="checkbox"/> Welligent reports and/or other MCD documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify): discussion with Special Education Teachers

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <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: 4.2) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p>The school:</p> <ul style="list-style-type: none"> • has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <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: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input type="checkbox"/> Parent NCLB "Right to Know" letter (B3: 4.3) <input type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B1: 12 or B3: 4.4)
	<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"/> Discussion with school leadership
	<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"/> Other: (Specify)
	<input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	
	<input type="checkbox"/> No assessment of performance for this indicator	

O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • all certificated staff are fully credentialed and appropriately assigned as authorized by their credentials • the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current • the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current • the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



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Performance	<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 <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 (“NCLB Grid”)</i> (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are eligible to be considered for the rating of 3, <i>Proficient</i> Other circumstances and information influencing the rating are noted in this evaluation.</p>	3
<p>YPI Monsenor Oscar Romero Charter Middle School, operated by YPI Charter School Inc., opened in 2007/2008. The school serves grades 6 and 8 in 2015/2016. The second interim for 2015/16 forecasted positive net assets of \$1,697,136 and net income of \$251,517.</p> <p>YPI Charter School Inc. operates three charter schools. Bert Corona Charter School, Monsenor Oscar Romero Charter School, and YPI Valley Public Charter High School. Bert Corona Charter School was opened in 2004/05 and YPI Valley Public Charter High School was opened in 2015/16. Per 2014/15 audit report, YPI Charter Schools, Inc. and affiliated charter schools have total net assets of \$3,581,010.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <ul style="list-style-type: none"> • <u>Per audit reports:</u> <ul style="list-style-type: none"> a. <u>Net Assets</u> 2014/15: \$ 1,445,620 2013/14: \$ 1,202,972 2012/13: \$ 443,997 2011/12: \$ 252,681 b. <u>Net Income</u> 2014/15: \$ 242,648 2013/14: \$ 758,975 2012/13: \$ 191,316 2011/12: \$ 169,653 • <u>2015/16 Second Interim:</u> <ul style="list-style-type: none"> a. Net Assets : \$ 1,697,136 b. Net Income: \$ 251,517 	
<p>Areas Noted for Further Growth and/or Improvement: Based on the review of documents provided by the school, following are the results of the fiscal oversight visit:</p> <ol style="list-style-type: none"> 1. It is noted that the school incurred over the limit fees for a total amount of \$273.00. The months where these fees occurred are as follows: <ul style="list-style-type: none"> ○ Credit Card 9744: August 2015, September 2015, October 2015, January 2016. ○ Credit Card 9556: October 2015, November 2015, December 2015. 	



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2. The Charter school did not adhere to the governing board approved Fiscal Policies and Procedures. Based on the review performed, below are the areas of non-compliance:
- Credit cards policies:
 - i. Policies requires an itemized receipt to be turned in for all purchases. Three out of thirteen credit card transactions selected do not have itemized receipts attached.
 - ii. Credit cards policies require a missing receipt form to be filled out and approved by the Executive Director or Chief Operations Officer in the case of a missing receipt. One of the thirteen credit card transactions selected did not have either an itemized receipt or a missing receipt form attached.
 - iii. Total amount for the above transaction was \$4,816.75
 - Invoice approval procedures:
 - i. Policies requires that the Coordinator of Accounts Payable will open and review invoices and bills. The charter school could not provide documentations to support the practice of having the Coordinator of Accounts Payable, review all invoices before the payments are processed and made.
 - ii. Invoice approval and processing procedures states that merchandise will be traced back to the packing list when receiving tangible goods. Two of the invoices selected did not have packing slips to support the receipt of goods purchased.
 - iii. The total amount for the above transaction was \$20,612.97

Corrective Action Required:
None noted



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Notes:

1. Reviewed independent audit report for fiscal year 2014/15 was performed by VLS, LLP , and noted the following
 Audit opinion: Unqualified
 Material weakness: None Noted
 Deficiency/Finding: None Noted
2. Reviewed the following bank statements and no discrepancies noted.
 Pacific Western Bank 9127: Review bank statements and reconciliations between September and November 2015.
 Pacific Western Bank 9132: Review bank statement and reconciliations for July 2015.
3. Reviewed September 2015 credit card statement. Please see discrepancies noted above.
4. Reviewed the following checks, See Areas of Demonstrated Strength and/or Progress for details.
 Check numbers:
 301751, 301906, 302064, 302087, 302323, 302171, 302172, 302106, 301957, 302084
5. The school does not have student body account.
6. A Segregation of duties interview was conducted at one of the YPI schools and no discrepancies noted.

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



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Fiscal Operations Rubrics

<p><i>A 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>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other.



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A 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.

A 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.

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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



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DATE OF VISIT: **4/21/2016**

<p><i>A 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>A 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. Must be positive at the end of the third year, per applicable audit, and beyond; 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no conflict of interest. <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/21/2016

<p><i>A 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>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>6. Current audit shows no material weaknesses, deficiencies and/or findings;</p> <p>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>8. Governing board approves any amendment(s) to the charter school’s budget; and</p> <p>9. Governing board approved LCAP is posted on the charter school’s website.</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><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. Governing board approved LCAP is posted on the charter school’s website. 8. The EPA allocation and expenditures are posted on the charter school’s website. 	<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 CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/21/2016**

<p><i>A 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>A 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> Other circumstances and information could influence the rating and will be noted in the evaluation.</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>

Fiscal Operations Quality Indicators

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]

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
 - Balance Sheet (Statement of Financial Position)
 - Income Statement (Statement of Activities)
 - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
 - Budget and approval of budget
 - Regular financial reports at regular board meetings
 - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actuals, annual audit)
 - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Policies and Procedures Manual (approved by their governing board at least every five years to be coterminous with the charter petition, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: MONSEÑOR OSCAR ROMERO CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/21/2016**

4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.*

<i>Existing Schools</i>	<i>New Schools</i>
<ul style="list-style-type: none"> • Current audit (notes, findings and material weakness, others) • Results of prior/current year financial ratios • Enrollment/ADA trends of the charter • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric 	<ul style="list-style-type: none"> • Compare current enrollment count with the projection in the PENSEC Report • Current total debt • Current grant awards/other revenue • Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense • Expense and Receipts compared to Budget • Results of current year financial ratios • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric

4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.*

- The board adopts and approves a fiscal procedures handbook at least every five years to be coterminous with the term of the charter. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board’s regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board’s receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2015-2016 SCHOOL YEAR

FOR

BERT CORONA MIDDLE SCHOOL – 8054

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

Charter School Name:		BERT CORONA MIDDLE SCHOOL			Location Code:	8054
Current Address:		City:	ZIP Code:	Phone:	Fax:	
9400 Remick Avenue		Pacoima, CA	91331	818 834-5805		
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2014 to June 30, 2019			6	NE		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:		
371	375	6-8		6-8		
Total Number of Staff Members:	41	Certificated:	17	Classified:	24	
Charter School's Leadership Team Members:		Diana Gamez, Lead Administrator, Mike Grace, Discipline Safety/Counseling/School Culture, Kevin Myers, Academic Achievement, Yvette King-Berg, Executive Director				
Charter School's Contact for Special Education:		Vashon Nutt, Special Education Director				
CSD Assigned Administrator:	Blanca A. Castillo-Alves		CSD Fiscal Services Manager:	Ruby Chang		
Other School/CSD Team Members:	Sharon Bradley, Coordinator Dr. Gina Hughes, Specialist					
Oversight Visit Date:	April 28, 2016		Fiscal Review Date (if different):			
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	N/A		LAUSD Co-Location Campus (if applicable):			

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	4	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

RENEWAL ELIGIBILITY: To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:

	2012	2013
Criterion 1: Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		NO SCHOOL HAS NOT MET THIS REQUIREMENT
Criterion 2: Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	NO SCHOOL HAS NOT MET THIS REQUIREMENT	NO SCHOOL HAS NOT MET THIS REQUIREMENT
Criterion 3: Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	NO SCHOOL HAS NOT MET THIS REQUIREMENT	NO SCHOOL HAS NOT MET THIS REQUIREMENT

Criterion 4: (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
- (i) Documented and clear and convincing data.
 - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - (iii) Information submitted by the charter school.

NOTE: If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607(b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

RENEWAL RECOMMENDATION: Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2015-2016*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter. (G4) 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 verified through the NCLB grid. (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. For example, agenda items from the 4/25/16 Board Meeting included an update from the Director of Academic Achievement referencing student academic achievement and progress. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> (G2) Although documentation was provided to attest that the Governing Board holds regular meetings, it is recommended that notification to all stakeholders and changes to such dates are clearly annotated on the Board of Directors Meeting Calendar 2015-16. CSD also recommends that the Governing Board meeting agendas and minutes are posted and maintained as appropriate, in accordance with Brown Act, as the last dated agendas and minutes on the website were dated March 23, 2015. (G3) The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. The school leadership is in the process of revising the organization's Student Handbook which as per our conversation is missing specific procedures of Uniform Complaint procedures aligned to state and federal programs; such as but not limited to naming the person assigned to receive such complaints had not yet been identified. Also note that at the time of the oversight and thereafter the school's website included an outdated 2014-15 Parent Student Handbook. <p><u>Corrective Action Required</u></p>	
<p>Notes:</p> <ul style="list-style-type: none"> It is recommended that the CMO ensures that board meeting agendas and minutes are readily available via website. The CMO has experienced transitional changes to new website design. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

- CSD reminds the CMO to ensure prompt response to all reasonable inquires as stipulated to Ed. Code. It is recommended that the CMO observes and refines systems specifically pertaining to timely submission of reports and requests such as timely submission of: (1) Contact Information, (2) EL master Plan Certifications and (3) Parent Concerns, (4) Disciplinary Concerns, and (5) requests for clarification aligned to charter petition.

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> • Governing Board (composition, structure, roles and responsibilities) • committees/councils • school leadership 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>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:</i></p> <ul style="list-style-type: none"> • 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 requirements • Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 7) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 9) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 10) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 11.1) <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

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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted, 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 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 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 type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

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<p>The Governing Board has a system in place for the evaluation of its chief executive(s) and school administrator(s) to ensure that:</p> <ul style="list-style-type: none"> the school’s educational program yields high student achievement the school complies with all applicable legal requirements 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The Governing Board has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Documentation related to system for evaluation of school leadership (B1: 12) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6

<p>The Governing Board has a system in place to ensure:</p> <ul style="list-style-type: none"> review and use of academic and other 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 ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making (B1: 13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input checked="" type="checkbox"/> The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

* The above applies only to the fiscal governance process.

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



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (A6) The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth. <p style="margin-left: 40px;">Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:</p> <ul style="list-style-type: none"> ○ 5th grade: 136 point growth (648 to 784) ○ 6th grade: 109 point growth (616 to 725) ○ 7th grade: 32 point growth (686 to 718) ○ 8th grade: 60 point growth (681 to 741) <p style="margin-left: 40px;">In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:</p> <ul style="list-style-type: none"> ○ 5th grade: 73 point growth (686 to 759) ○ 6th grade: 65 point growth (601 to 666) ○ 7th grade: 83 point growth (645 to 700) ○ 8th grade: 60 point growth (670 to 730) <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • (A5) The school did not reclassify English Learners through CALPADS for the 2014-15. According to CDE the 2014-15 reclassification data is 0.0%. However the school's internal data provided through Binder 2, included the school's self-reported reclassification rate of 14.67% for the 2015/16 school year. The CSD will monitor CDE's official rate for the school for 2015-16. During the visit to the charter, the school provided an update on the reporting anomalies of this year's report as they continue to work with the state to determine the unexpected 0.0% reclassification rate in 2014-15. 	



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Corrective Action Required

Notes:



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A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

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

- API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- schoolwide Growth API score (CDE)
- 3-year API average (based on 2011, 2012, and 2013 data)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input checked="" type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input checked="" type="checkbox"/> 3-Year Average API report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)



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A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- Similar Schools Rank (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5 <input checked="" type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- Statewide Rank (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7 <input type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5 <input checked="" type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)



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A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- English Learner reclassification rate

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input checked="" type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.3) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input checked="" type="checkbox"/> School internal reclassification data (B2: 2.3) <input type="checkbox"/> Other: (Specify)

A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- The school's internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2-7) <input type="checkbox"/> Other: (Specify)



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HIGH SCHOOLS ONLY:

A7: 10TH GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- 10TH Grade combined CAHSEE passage rates in ELA and Math

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> CAHSEE 10 th Grade Combined report (CDE) (B2: 1.6) <input type="checkbox"/> Other: (Specify)

HIGH SCHOOLS ONLY:

A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- LAUSD School Performance Framework (SPF) classification

Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) (B2: 1.7) <input type="checkbox"/> Other: (Specify)



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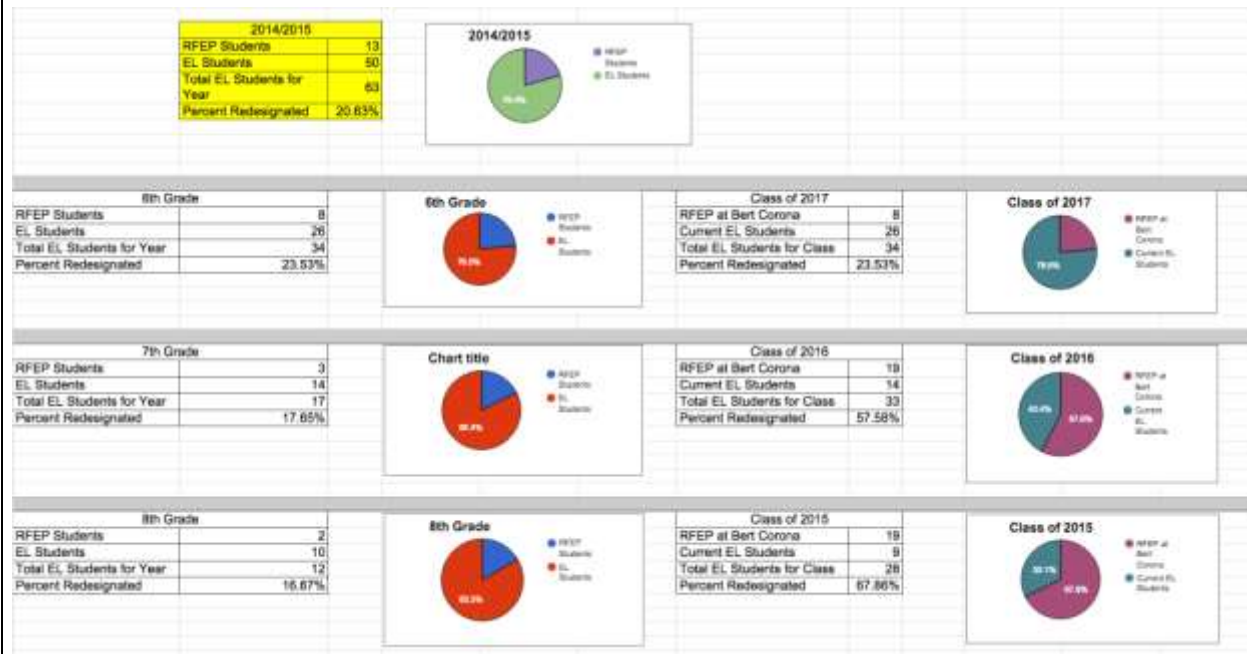
Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

INSTRUCTIONAL:

Bert Corona will provide a comprehensive written analysis of the growth of English Learner proficiency rates in English Language Arts based on reclassification rates, standardized testing and results from internal benchmark assessments. Analysis will include strategies implemented to further increase the proficiencies of all English learner students. The school will submit this analysis to the CSD prior to the scheduled annual oversight visit. The school responded as follows:

YPI Charter Schools follow the same model as LAUSD. In order for a student to be reclassified, they need to score a C or better in their ELA class, a 4 or 5 on their CELDT overall score with no category being lower than a 3, and Basic or better on the school internal benchmark exam.

During the 14-15 school year, BCCS self reports that the school reclassified 20.63% of EL students. CDE reports 0%. Of the 63 EL students, BCCS reclassified 13 students.



BCCS self-reports that the school had a reclassification rate of 23.53% for 6th grade, 17.65% for 7th grade and 16.67% for 8th grade. Additionally, BCCS does an annual comparison of reclassification data for students who have remained at BCCS for their entire middle school career. This allows the school to determine the rate of reclassification rate for students who entered the school as 6th graders and remained with us through the end of their 8th grade year.

- The class of 2017 data of 23.53% is identical to that of the annual data as these students have only been at BCCS for one year.



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- The class of 2016 had a total of 33 EL students who started at the school as 6th graders and remained through 7th grade, bringing the total reclassification numbers to 19/33 with a 57.58% reclassification rate.
- The class of 2015 had a total of 28 EL students who started at the school as 6th graders and remained through 8th grade, bringing the total reclassification numbers to 19/28 with a 67.86% reclassification rate.

BCCS has used CALPADS for reporting student reclassification data; however, there appears to be an anomaly in this year's report. YPICS program manager is currently working with the state and our reporting unit to determine why we received a 0.0% reclassification rate when we should have had a reclassification rate of 20.63%.



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (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 evidenced through documentation provided which included: <ol style="list-style-type: none"> (1) School conducts safety drills and emergency preparedness with consistent drills to prepare students and staff for an emergency: 9/10/15 (lockdown), 10/6/15 (earthquake), 11/10/15 (lockdown), 12/8/15 (fire drill), 1/26/16 (lockdown), 2/23/16 (earthquake), 3/15/16 (lockdown), and 4/5/16 (fire drill); (2) Comprehensive health and safety emergency plan with school clearly outlining response teams, roles and responsibilities; (3) Evidence of emergency supplies to include classroom folders, rosters, maps and extinguishers; it is recommended that the school ensures that staff has a process for knowing and ensuring access to emergency toilets. • (O2) The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS. The school is implementing plans for integration on NGSS, utilizing resources such as Achieve 3000, Success For All, and ALEKS to close the achievement gap and build background. The school is also implementing new math curriculum Power Math also from the Success For All Foundation. • (O3) 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 ELs. The organized chart provided during the oversight demonstrates how credit recovery and academic support occurs on 5 week intervals. Students are regrouped for SFA morning sessions every 10 weeks according to data results, school provides afterschool tutoring, and additional support through Gear Up and Americorp for in class support. For students classified as English Learners the school provided documentation of tracking of academic progress and meeting of criteria for reclassification (see benchmark under Instruction). • (O4) The school has fully implemented the innovative components of the educational program described in the charter as evidenced in Binder 3 documentation such as: Implementation of Wellness policy, workshops for parents, college readiness through Gear Up, Promise Neighborhood Wrap around services, and social emotional supports for students/families. The school also incorporates several instructional-innovative features such as: <ol style="list-style-type: none"> (1) Service learning supported though the NCLR CASA grant guided by grade level essential questions. (2) Project based learning to support and expose students to 21st century college courses and careers; as an example, 8th grade science students learned physics through the construction and racing of pinewood derby cars. (3) Enhanced learning where 6th graders worked with Project Lead the Way to learn about various fields in engineering, design process and AutoCAD to create 3D models. 	



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- (O5) The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree as evidenced through conversations with the Director of Special Education and overview of their Welligent report regarding special education services. A Modified Consent Team is in place which included a general education teacher, principal, Director of Operations and Director of Special Education. The school also serves low incidence students, there were no red IEPs and 202 report was clear. School had their DVR in 1-16-14 and all corrective actions were cleared on 3-30-14.
- (O6) 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 as evidenced through conversations with the leadership team, documentation in Binder 3 and classroom visits such as:

Various documented pieces were provided through Binder 3, amongst but not limited to: (1) School Culture & Climate SSC Responsibilities (daily, weekly, monthly, quarterly, yearly); Online survey in google docs to capture expectations/evaluation of the Director of School Culture & Climate; Staff Skills Survey Inventory; Improving school climate & culture with SWPBIS | A PowerPoint for school wide PD; "Transforming Climate & Culture with SWPBIS" a PowerPoint with goals; Improve student engagement and morale; Compliance with discipline foundation policy; YPICS School wide Positive Behavior Intervention & Support Manual; PBIS's SWPBIS Tiered Fidelity Inventory version 2.1- designed to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPB interventions and supports; Calendar of Student Events for 2015/16 that includes assemblies focusing on culture building activities; MTSS Referral for Services; Schoolwide discipline tracker for 2015/16, every student, every subgroup classification, grade, number of mandatory parent visits, served consequences, and # of reflections.

Teacher interviews also yielded an insight into the school's culture as they noted "long term teachers always try to support each other" and providing opportunities through advisory to "connect with kids and to be able to get to know strengths and weaknesses."
- (O7) 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 through Binder 3 and conversations with school teachers during the stakeholder interview. Such trainings included, new teacher training, SFA training, classroom management, using Data to Drive Instruction, SFA Math Training, Grading Policy and Expectations, NWEA Map Testing, Special Education, tech training, etc. CSD recommends continual scaffolding opportunities for teachers and mentoring opportunities as the school has experienced a high turnover of staff members throughout this year to build capacity of all teachers, including new staff.
- (O8) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced from Binder 3 which included summer bridge for parents, parent advisory for parent leadership, access to grades through PowerSchool, coffee with the Directors, interest opportunities such as Fitness Club/Family/Padres Comprometidos and several venues to maintain parents abreast of student's academic development. All parents during the stakeholder interview voiced being happy with the school by making statements such as "I'm happy with this school", "I'm happy because we have had our kids every generation, my sister and now my kids. The school pushes them to exceed and think outside just completing high school." CSD does, however, recommend to continue to have a forum for open communication with parents specifically during difficult times such as teacher shortage which has been a point of concern from parents. One parent stated "they needed to have a plan B in terms of new teachers. Things, can happen and we understand, but it was hard for my kid having teachers in and teachers out," while another parent added "maybe prepare the students, a plan for students' and a plan for the administration to know what to do so there are less conflicts."



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Areas Noted for Further Growth and/or Improvement

Corrective Action Required

Notes:

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain clearances certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

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
- the school has a current site-specific comprehensive 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
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- 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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 (“NCLB Grid”) (B3A)</i> <input type="checkbox"/> Site/classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has:

- implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), 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 ([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 to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

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DATE OF VISIT: 4/26/2016

O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<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 implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<input checked="" 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 ELs <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 ELs <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 ELs <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 ELs <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the innovative components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of innovative components of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

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O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has a system in place to ensure that the school:

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely and accurate records in Welligent

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> DVR documentation (B3: 4.1) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify): Discussion with Director of Special Education Program



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O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Professional development documentation (B3: 3.7) <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: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<i>The school:</i>		
<ul style="list-style-type: none"> • has a school-wide 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	<ul style="list-style-type: none"> <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 type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



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O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

	Rubric	Sources of Evidence
Performance	<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 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <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: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input type="checkbox"/> Parent NCLB “Right to Know” letter (B3: 4.3) <input type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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 checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B1: 12 or B3: 4.4) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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 and appropriately assigned as authorized by their credentials
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) 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 <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input 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):



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DATE OF VISIT: **4/26/2016**

Location Code: **8054**
 School Name: **Bert Corona Charter**
 FY Start Date: **2004-05**

Charter #: **0654**
 CDS Code: **19 64733 0106872**

8054	2012-13					2013-14					2014-15				
	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		117,368	162,952	263,098	263,098		571,999	418,215	853,618	853,618		822,890	839,010	1,210,055	1,210,056
Current Assets		1,172,927	1,146,212	1,184,697	1,207,847		1,217,027	1,300,350	1,436,958	1,436,957		1,371,296	1,366,260	1,936,064	2,119,810
Fixed Assets		610,732	616,573	671,381	671,378		647,045	619,640	702,470	702,471		647,366	638,644	652,689	652,690
Total Assets		1,783,659	1,762,785	1,856,078	1,879,225		1,864,072	1,919,990	2,139,427	2,139,428		2,018,662	2,004,904	2,588,753	2,772,500
Current Liabilities		278,113	239,209	295,137	338,472		121,408	127,864	243,439	257,488		117,385	73,451	415,428	624,125
Long Term Liabilities		37,537	37,537	20,190	0		10,190	23,703	32,642	18,593		21,464	21,464	24,948	0
Total Liabilities		315,650	276,746	315,327	338,472		131,598	151,567	276,081	276,081		138,849	94,915	440,376	624,125
Net Assets		1,468,009	1,486,039	1,540,751	1,540,753		1,732,474	1,768,423	1,863,347	1,863,347		1,879,813	1,909,989	2,148,377	2,148,375
Total Revenues	4,268,402	4,448,329	4,474,914	4,652,921	4,652,921	3,926,011	3,970,383	3,990,978	4,094,880	4,094,881	4,060,025	4,180,548	4,245,613	4,829,326	5,013,072
Total Expenditures	4,243,714	4,336,020	4,344,575	4,467,870	4,467,867	3,869,273	3,778,658	3,763,308	3,772,286	3,772,287	3,914,896	4,164,082	4,198,971	4,544,296	4,728,044
Net Income / (Loss)	24,688	112,309	130,339	185,051	185,054	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028
Operating Transfers In (Out) and Sources / Uses	(3,997)	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	20,691	112,309	130,339	185,051	185,054	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028
Net Assets, Beginning	1,457,507	1,355,700	1,355,700	1,355,700	1,355,699	1,486,039	1,540,750	1,540,751	1,540,751	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,457,507	1,355,700	1,355,700	1,355,700	1,355,699	1,486,039	1,540,750	1,540,753	1,540,753	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347
Net Assets, End	1,478,198	1,468,009	1,486,039	1,540,751	1,540,753	1,542,777	1,732,474	1,768,423	1,863,347	1,863,347	1,913,552	1,879,813	1,909,989	2,148,377	2,148,375

8054	Audited Financials					2015-16				
	2011-12	2012-13	2013-14	2014-15	2015-16	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter										
Cash and Cash Equivalents	131,717	263,098	853,618	1,210,056	0		1,241,969	1,340,929	0	0
Current Assets	981,231	1,207,847	1,436,957	2,119,810	0		2,024,131	2,231,196	0	0
Fixed Assets	694,720	671,378	702,471	652,690	0		730,652	607,586	0	0
Total Assets	1,675,951	1,879,225	2,139,428	2,772,500	0		2,754,783	2,838,782	0	0
Current Liabilities	310,600	338,472	257,488	624,125	0		114,316	137,303	0	0
Long Term Liabilities	9,652	0	18,593	0	0		18,548	18,548	0	0
Total Liabilities	320,252	338,472	276,081	624,125	0		132,864	155,851	0	0
Net Assets	1,355,699	1,540,753	1,863,347	2,148,375	0		2,621,919	2,682,931	0	0
Total Revenues	4,340,416	4,652,921	4,094,881	5,013,072	0	6,334,274	6,931,060	6,952,641	0	0
Total Expenditures	4,304,960	4,467,867	3,772,287	4,728,044	0	6,293,262	6,457,515	6,418,085	0	0
Net Income / (Loss)	35,456	185,054	322,594	285,028	0	41,012	473,545	534,556	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	35,456	185,054	322,594	285,028	0	41,012	473,545	534,556	0	0
Net Assets, Beginning	1,320,243	1,355,699	1,540,753	1,863,347	0	1,909,989	2,148,377	2,148,377	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	46,161	(3)	(2)	0	0
Net Assets, Beginning, Adjusted	1,320,243	1,355,699	1,540,753	1,863,347	0	1,956,150	2,148,374	2,148,375	0	0
Net Assets, End	1,355,699	1,540,753	1,863,347	2,148,375	0	1,997,162	2,621,919	2,682,931	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are eligible to be considered for the rating of <u>3, Proficient</u> Other circumstances and information influencing the rating are noted in this evaluation.</p>	3
<p>YPI Bert Corona Charter School, operated by YPI Charter School Inc., opened in 2004/2005. The school serves 6 - 8 grade level students. The second interim for 2015/16 forecasted positive net assets of \$2,682,931 and net income of \$534,556.</p> <p>YPI Charter School Inc. operates three charter schools. Bert Corona Charter School, Monsenor Oscar Romero Charter School, and YPI Valley Public Charter High School. Monsenor Oscar Romero Charter School was opened in 2007/08 and YPI Valley Public Charter High School was opened in 2015/16. Per 2014/15 audit report, YPI Charter Schools, Inc. and affiliated charter schools have total net assets of \$3,581,010.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <ul style="list-style-type: none"> • <u>Per audit reports:</u> <ul style="list-style-type: none"> a. <u>Net Assets</u> 2014/15: \$ 2,148,375 2013/14: \$ 1,863,347 2012/13: \$ 1,540,753 2011/12: \$ 1,355,699 b. <u>Net Income</u> 2014/15: \$ 285,028 2013/14: \$ 322,594 2012/13: \$ 185,054 2011/12: \$ 35,456 • <u>2015/16 Second Interim:</u> <ul style="list-style-type: none"> a. Net Assets : \$ 2,682,931 b. Net Income: \$ 534,556 	
<p>Areas Noted for Further Growth and/or Improvement:</p> <p>Based on the review of documents provided by the school, following are the results of the fiscal oversight visit:</p> <ol style="list-style-type: none"> 1. It is noted that the school incurred over the limit fees for a total amount of \$273.00. The months where these fees occurred are as follows: 	



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<ul style="list-style-type: none"> ○ Credit Card 9744: August 2015, September 2015, October 2015, January 2016. ○ Credit Card 9556: October 2015, November 2015, December 2015. <p>2. The Charter school did not adhere to the governing board approved Fiscal Policies and Procedures. Based on the review performed, below are the areas of non-compliance:</p> <ul style="list-style-type: none"> ○ Credit cards policies: <ul style="list-style-type: none"> i. Policies requires an itemized receipt to be turned in for all purchases. Three out of thirteen credit card transactions selected do not have itemized receipts attached. ii. Credit cards policies require a missing receipt form to be filled out and approved by the Executive Director or Chief Operations Officer in the case of a missing receipt. One of the thirteen credit card transactions selected did not have either an itemized receipt or a missing receipt form attached. iii. Total amount for the above transaction was \$4,816.75 ○ Invoice approval procedures: <ul style="list-style-type: none"> i. Policies requires that the Coordinator of Accounts Payable will open and review invoices and bills. The charter school could not provide documentations to support the practice of having the Coordinator of Accounts Payable, review all invoices before the payments are processed and made. ii. Invoice approval and processing procedures states that merchandise will be traced back to the packing list when receiving tangible goods. Two of the invoices selected did not have packing slips to support the receipt of goods purchased. iii. The total amount for the above transaction was \$20,612.97 	
<p>Corrective Action Required: None noted</p>	



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Notes:

1. Reviewed independent audit report for fiscal year 2014/15 was performed by VLS, LLP , and noted the following
 Audit opinion: Unqualified
 Material weakness: None Noted
 Deficiency/Finding: None Noted
2. Reviewed the following bank statements and no discrepancies noted.
 Pacific Western Bank 9127: Review bank statements and reconciliations between September and November 2015.
 Pacific Western Bank 9132: Review bank statement and reconciliations for July 2015.
3. Reviewed September 2015 credit card statement. Please see discrepancies noted above.
4. Reviewed the following checks, See Areas of Demonstrated Strength and/or Progress for details.
 Check numbers:
 301751, 301906, 302064, 302087, 302323, 302171, 302172, 302106, 301957, 302084
5. The school does not have student body account.
6. A Segregation of duties interview was conducted at one of the YPI schools and no discrepancies noted.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

Fiscal Operations Rubrics

<p><i>A 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>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other. 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school's 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. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school's website; 12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. 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: 4/26/2016

A 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.

A 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.

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.

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: **4/26/2016**

<p><i>A 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>A 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. Must be positive at the end of the third year, per applicable audit, and beyond; 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no conflict of interest. <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

<p><i>A 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>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>6. Current audit shows no material weaknesses, deficiencies and/or findings;</p> <p>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</p> <p>8. Governing board approves any amendment(s) to the charter school’s budget; and</p> <p>9. Governing board approved LCAP is posted on the charter school’s website.</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><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. Governing board approved LCAP is posted on the charter school’s website. 8. The EPA allocation and expenditures are posted on the charter school’s website. 	<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: 4/26/2016

<p><i>A 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>A 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> Other circumstances and information could influence the rating and will be noted in the evaluation.</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>

Fiscal Operations Quality Indicators

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]

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
 - Balance Sheet (Statement of Financial Position)
 - Income Statement (Statement of Activities)
 - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
 - Budget and approval of budget
 - Regular financial reports at regular board meetings
 - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actuals, annual audit)
 - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Policies and Procedures Manual (approved by their governing board at least every five years to be coterminous with the charter petition, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/26/2016**

4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.*

<i>Existing Schools</i>	<i>New Schools</i>
<ul style="list-style-type: none"> • Current audit (notes, findings and material weakness, others) • Results of prior/current year financial ratios • Enrollment/ADA trends of the charter • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric 	<ul style="list-style-type: none"> • Compare current enrollment count with the projection in the PENSEC Report • Current total debt • Current grant awards/other revenue • Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense • Expense and Receipts compared to Budget • Results of current year financial ratios • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric

4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.*

- The board adopts and approves a fiscal procedures handbook at least every five years to be coterminous with the term of the charter. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board’s regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board’s receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.

Coversheet

15-16 YPICS Spring Con App

Section: VI. Finance
Item: A. 15-16 YPICS Spring Con App
Purpose: Vote
Submitted by:
Related Material: ConAppSpring 2015-16_Certified_YPIVPCHS.pdf
ConAppSpring 2015-16_Certified_BertCorona.pdf
ConAppSpring 2015-16_Certified_MORCS.pdf

2015-16 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
YPI Valley Public Charter High	0132126	0	0	0

*****Warning*****

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy	Yes
LEA policy compliance	Yes
Does your current Title I district level parental involvement policy meet the above criteria	
Annual evaluation date	10/08/2015

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

Parents discuss the policy and make recommendations for improvements. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parental Involvement Allocation

Parents discuss the police and make recommendations for improvements. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Susan Castrellon

Contact title

Program Coordinator

Contact e-mail address

scastrellon@coronacharter.org

(format abc@xyz.zyx)

Contact telephone number

818-480-6810

(format 999-999-9999)

School Parental Involvement Policy Compliance Requirements

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
YPI Valley Public Charter High	0132126	Y		Y		Susan Castrellon	Program Coordinator	scastrellon@coronacharter.org	818-480-6810

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2015-16 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
YPI Valley Public Charter High	0132126	Y	0	0	0	1	1	100.00%	0	0	0

*****Warning*****

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2015-16 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2015-16 Title II, Part A entitlement	\$463
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Professional Development Expenditures

Professional development for teachers	\$463
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$463
General Comment (Maximum 500 characters)	

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2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Ruben
Homeless liaison last name	Duenas
Homeless liaison title	COO
Homeless liaison e-mail address (format: abc@xyz.zyx)	rduenas@ypics.org
Homeless liaison telephone number (format: 999-999-9999)	818-305-2790
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	No
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

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2015-16 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

County	No
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/08/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2015-16 Title I, Part A Entitlement	\$35,058
2015-16 Title I, Part A direct or indirect services to homeless children reservation	\$101
Amount of 2015-16 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$0
No expenditures or encumbrances comment	No homeless students were identified in FY 15-16
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has a single school per grade span
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	89.06%
Grade Span 1 Low Income %	0.00%

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

Grade Span 2 Low Income % 0.00%

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
YPI Valley Public Charter High	0132126		64	57	89.06	Y	Y	1	N		

*****Warning*****

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YPI Valley Public Charter High (19 64733 0132126)

Status: Certified
Saved by: Brianna Bennett
Date: 6/29/2016 5:55 PM**2016-17 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:Joy Paull, jpaul@cde.ca.gov, 916-319-0297**LEA Plan**

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	11/5/2015
LEA Plan Web page (format http://SomeWebsiteName.xxx)	

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	08/22/2016

*****Warning*****

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/02/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/22/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Susan Castrellon
DELAC review date	08/17/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

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2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2014-15 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2014-15 Title II, Part A entitlement	\$2,072
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Professional Development Expenditures

Professional development for teachers	\$2,072
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$2,072
General Comment (Maximum 500 characters)	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2014-15 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$17,408
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$17,408
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$17,408
2014-15 Unspent funds	\$0
General comment (Maximum 500 characters)	

*****Warning*****

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2015-16 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Bert Corona Charter	0106872	0	0	0

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Bert Corona Charter (19 64733 19647330106872)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	28
Number of students who received SES	28
PI Activities Exception Comment	We notified all families of our P1 status and informed that they are eligible to apply for another school of choice. All of our families have chosen to attend our school as charter school. Additionally, many of the local public schools are also in P1, and do not offer the same program that we offer. A few of our students did leave to go to district magnet programs.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	The administrative positions were restructured. The position of principal was divided into two positions to allow for a greater focus on instruction.

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy	Yes
LEA policy compliance	Yes
Does your current Title I district level parental involvement policy meet the above criteria	
Annual evaluation date	10/15/2015

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

Parents discuss the policy and make recommendations for improvement. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parental Involvement Allocation

Parents discuss the policy and make recommendations for improvement. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Diana Gamez

Contact title

Director of Operations

Contact e-mail address

msgamez@coronacharter.org

(format abc@xyz.zyx)

Contact telephone number

818-834-5805

(format 999-999-9999)

School Parental Involvement Policy Compliance Requirements

Warning

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Bert Corona Charter	0106872	Y		Y		Diana Gamez	Director of Operations	msgamez@coronacharter.org	818-834-5805

*****Warning*****

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2015-16 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Bert Corona Charter	0106872	Y				3.5	3.5	100.00%			

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$128,987
Program Improvement set aside (Amount equivalent to 20% of 2015-16 Title I, Part A entitlement plus transfers in.)	\$25,797
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2015-16 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$258

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	\$0
Choice transportation using non-Title I Part A funds	\$0
SES using Title I Part A funds	\$25,683
SES using non-Title I Part A funds	\$0
Parent Outreach using Title I Part A funds	\$0
Parent Outreach using non-Title I Part A funds	\$0
Total expenditures and encumbrances using Title I Part A funds	\$25,683
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$114

Choice Explanation Options

An explanation option is required if total Title I and non-Title I Choice transportation expenditures and encumbrances equals zero	LEA has only one school at the grade level or LEA's schools are in program improvement, corrective action, or restructuring and contacted neighboring LEA's but not able to establish interdistrict transfer agreement(s)
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	
General comments (Maximum 500 characters)	

Reallocation Exemption

*****Warning*****

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	Yes
The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	

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2015-16 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2015-16 Title II, Part A entitlement	\$1,703
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Professional Development Expenditures

Professional development for teachers	\$1,703
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,703
General Comment (Maximum 500 characters)	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2015-16 Title III, Part A Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
 - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
 - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
 - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$295
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$295
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$295
2015-16 Unspent funds	\$0
General Comment (Maximum 500 characters)	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2015-16 Title III, Part A LEP YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement	\$14,874
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$6,874
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$8,000
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs (Amount cannot exceed 2% of the entitlement.)	\$0
Total year-to-date expenditures	\$14,874
2015-16 Unspent funds	\$0
General comment (Maximum 500 characters)	

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Bert Corona Charter (19 64733 0106872)

Status: Certified
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 Date: 6/29/2016 4:48 PM

2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Ruben
Homeless liaison last name	Duenas
Homeless liaison title	COO
Homeless liaison e-mail address (format: abc@xyz.zyx)	rduenas@ypics.org
Homeless liaison telephone number (format: 999-999-9999)	818-305-2790
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	No
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

County	No
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/08/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2015-16 Title I, Part A Entitlement	\$128,987
2015-16 Title I, Part A direct or indirect services to homeless children reservation	\$99
Amount of 2015-16 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$0
No expenditures or encumbrances comment	services were provided via community based organizations.
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has a single school per grade span
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	86.67%
Grade Span 1 Low Income %	0.00%

*****Warning*****

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

Grade Span 2 Low Income % 0.00%

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Bert Corona Charter	0106872		375	325	86.67	Y	Y	1	N		

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/12/2005
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://bccs.ypics.org/wp-content/uploads/sites/2/2015/09/BCCS-LEA-4-2013-Revised-6-2015-Performance-1B-2.pdf

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	08/22/2016

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 4:48 PM

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/02/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/22/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Diana Gamez
DELAC review date	08/17/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

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2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 5:42 PM

2014-15 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2014-15 Title II, Part A entitlement	\$2,143
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Professional Development Expenditures

Professional development for teachers	\$2,143
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$2,143
General Comment (Maximum 500 characters)	

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 5:42 PM

2014-15 Title III, Part A Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
 - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
 - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
 - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2014-15 Title III, Part A Immigrant entitlement	\$651
2014-15 Title III, Part A supplemental Immigrant entitlement	\$194
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$845
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$845
2014-15 Unspent funds	\$0
General comment (Maximum 500 characters)	

*****Warning*****

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2015-16 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Monsenor Oscar Romero Charter Middle	0114959	0	0	0

*****Warning*****

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2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Monsenor Oscar Romero Charter Middle (19 64733 19647330114959)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	28
Number of students who received SES	28
PI Activities Exception Comment	We notified all families of our P1 status and informed them they are eligible to apply for another school of choice. All of our families have chosen to attend our school as a charter school. Additionally, many of the local public schools are also in P1, and do not offer the same program that we offer. A few of our students did leave to go to district magnet programs.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	The administrative positions were restructured. The position of principal was divided into two positions to allow for a greater focus on instruction.

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*****Warning*****

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy Yes

LEA policy compliance Yes

Does your current Title I district level parental involvement policy meet the above criteria

Annual evaluation date 09/04/2015

*****Warning*****

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

Parents discuss the policy and make recommendations for improvement. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parental Involvement Allocation

Parents discuss the policy and make recommendations for improvement. Parents discuss the various activities that happen throughout the year and make recommendations for changes and set or reset priorities. Calendar of events for the upcoming school year is designed and approved.

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Jose Castillo

Contact title

Director of Operations

Contact e-mail address

jcastillo@romerocharter.org

(format abc@xyz.zyx)

Contact telephone number

213-413-9600

(format 999-999-9999)

School Parental Involvement Policy Compliance Requirements*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Monsenor Oscar Romero Charter Middle	0114959	Y		Y		Jose Castillo	Director of Operations	jcastillo@romerocharter.org	213-413-9600

*****Warning*****

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2015-16 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Monsenor Oscar Romero Charter Middle	0114959	Y				2	2	100.00%			

*****Warning*****

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has a single school per grade span
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	97.03%
Grade Span 1 Low Income %	0.00%

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

Grade Span 2 Low Income % 0.00%

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Monsenor Oscar Romero Charter Middle	0114959		337	327	97.03	Y	Y	1	N		

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 5:41 PM

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	1/10/2008
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://bccs.ypics.org/wp-content/uploads/sites/2/2015/09/MO_RCS_LEA_Revision_7-2015_ykb_budget_included-1B-2.pdf

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	08/22/2016

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 5:42 PM

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/02/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/22/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Jose Castillo
DELAC review date	08/17/2016
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: Brianna Bennett
 Date: 6/29/2016 5:42 PM

2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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