



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2018-2019 SCHOOL YEAR FOR

BERT CORONA CHARTER HIGH – 7598

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



Charter School Name:		Bert Corona Charter High			Location Code:	7598
Current Address:			City:	ZIP Code:	Phone:	Fax:
12540 Pierce Street			Pacoima	91331	(818) 480-6810	
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020				6	NE	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
223		500		9-12	9-12	
Total Number of Staff Members:	26	Certificated:	16	Classified:	10	
Charter School's Leadership Team Members:		Yolanda Fuentes, Executive Administrator; Nestor Garcia, Coordinator of Instruction Edwin Cruz, Coordinator of Culture and Climate; Maribel Palafox, Counselor; Susie Castellon, Coordinator of Operations Yvette King-Berg, Executive Director Ruben Dueñas, COO; Diana Gamez, Senior Director of Programs and HR Yesenia Zubia, HR Coordinator				
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:	Dr. Blanca A. Alves-Monaster			CSD Fiscal Services Manager:	Remedios Dizon	
Other School/CSD Team Members:	Jose Rodriguez, Specialist and Hanah Serate, Program Specialist COP					
Oversight Visit Date:	April 3, 2019			Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Prop 39			LAUSD Co-Location Campus (if applicable):	Maclay Middle School	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	May 14, 2018	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	2	3



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G1) Evidence of School Advisory Council with evidence of SPSA, Title I budget and LCAP. ELAC meetings with dates of October 24, November 7, December 12 and February 20th.</p> <p>(G2) The Governing Board complies with all material provisions of the Brown Act. Training from Young, Minney and Corr for Brown Act Training occurred on February 11, 2019 (15 members were trained).</p> <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making as evidenced by the July 21, agenda item included Data training. One of the new innovative practices observed this year is that of the school’s board creating an Academic Excellence Committee in which data and academic issues are addressed and then shared at each of the board meetings as evidenced on the website with minutes from such meeting and a sharing component on the Board’s meeting agenda and minutes. For example, the February 4, 2019 minutes for the Academic Excellence Committee Meeting, included items such as a presentation from each school site leader of each of their Achievement Academic Plans with discussion, question and answer to address academic concerns and data.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(G1) The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s). Per conversation with leadership there is still overlap in leadership roles between the Chief Operations Officer and the Executive Administrator, per petition the school has not been able to completely fulfill the terms of the petition.</p> <p>The Schools Executive Administrator does not meet the Minimum Qualifications required by the School’s Approved Charter:</p> <ul style="list-style-type: none"> • For the current approved petition – this position does not exist. • For the current approved CMO organization’s Governance petitions Bert Corona Middle School, the most recent approved position, states the Executive Administrator’s Desired Qualifications are: <ul style="list-style-type: none"> ○ 3 years of experience as a site level or central administrator ○ Teaching experience in grades 6-12 ○ Valid California Administrative Services Credential 203 ○ Master’s Degree in an Educational, Business or Government Related Field (7-10 years of extensive leadership managing teams will also be considered) ○ Bilingual (English and Spanish) Desirable ○ Positive Interpersonal skills, professional and personal integrity and a commitment to openness and honesty. <p><i>CSD will follow up with the YPI’s Governing Board.</i></p>	



Corrective Action Required

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

Notes:

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



G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

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



G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(A1) All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018, whereas:</p> <ul style="list-style-type: none"> • 45.24% of Latino students Met or Exceeded the Standards, an increase of 22.16 percentage points. <p>(A2) All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018, whereas:</p> <ul style="list-style-type: none"> • 13.95% of Latino students Met or Exceeded the Standards, an increase of 13.95 percentage points. <p>(A3) The schoolwide percentage of students who Met and Exceeded Standards in 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median, whereas Bert Corona High School Students Met or Exceeded the Standard in ELA at 45.45%, compared to the Resident Schools Median at 47.78%.</p> <p>(A5) The school reclassifies English Learners at a rate higher than the Resident Schools Median, whereas Bert Corona High School reclassification rate was 40.0% compared to Resident Schools Median of 16.2%.</p> <p>(A6) The school’s percentage of “At Risk” English Learners is at a rate lower than the Resident Schools Median, whereas Bert Corona High School has 0.0% compared to Resident Schools Median at 0.9%.</p> <p>(A8) The school’s Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median, whereas Bert Corona’s Four-Year Cohort Graduation rate is 91.7 compared to Resident Schools Median at 89.2%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(A4) The schoolwide percentage of students who Met or Exceeded Standards in 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median, whereas Bert Corona High School Students Met or Exceeded the Standard in Math at 15.56%, compared to the Resident Schools Median at 23.16%. The school included as part of their Academic Excellence Action Plan for 2018-2019 a goal to increase passing rate for math courses and increase of student performance levels on the SBAC and NWEA Math Assessments, which includes: (1) monitoring grade distribution at the end of every grading period to drive PD plan and intervention; (2) PD for Math department to devote time to data dives to identify students and create an intervention plan; (3) Math teachers will review sample SBAC questions and plan to embed them into lessons; and (4) Partnership with Gear Up to hold mandatory tutoring for target students in Math.</p> <p>(A7) The school’s percentage of LTELs is at a rate higher than the Resident Schools Median, whereas Bert Corona’s percentage of LTELs is 13.6% compared to Resident Schools Median at 9.0%.</p> <p>(A9) The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels, whereas:</p> <p>NWEA Reading Growth:</p>	



- 9th grade Fall 34% Above Average and Average to Winter 20% to Spring 40%.
- 10th grade Fall 48% Above Average and Average to Winter 41% to Spring 52%.

NWEA Math Growth:

- 9th grade Fall 12% Above Average and Average to Winter 12% to Spring 14%.
- 10th grade Fall 38% Above Average and average to Winter 33% to Spring 38%.

NWEA Subgroups Math and Reading

- 47% of English Learners in 9th and 10th met their growth goal in Reading
- 32% of Special Education students in 9th and 10th met their growth goal in Reading
- 38% of English Learners in 9th and 10th grade met their growth goal in Math.
- 28% of Special Education students in 9th and 10th grade met their growth goal in Math

Corrective Action Required

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

Notes:

Other Non-Significant Subgroup:

(A1) ELA: 55.56% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 37.38 percentage points.

(A2) Math: 22.22% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, an increase of 22.22 percentage points.

***NOTE:** Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.



A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)



A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2017-2018 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2.1) <input checked="" type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Providing supports for At-Risk English Learners 2017-2018 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> "At-Risk" by Grade report (CDE): 2017-2018 (B2.1)



A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Providing supports for Long Term English Learners 2017-2018 (CDE) 		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Four-Year Cohort Graduation Rate (CDE) (high schools only) 		
Performance	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2.1) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only) passing grade requirement for Bert corona High is D.



***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Stanford 10, Illuminate, or SBAC Interim assessments).

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input type="checkbox"/> No assessment of performance for this indicator.	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2018-2019 oversight but will provide informational areas of focus. California School Dashboard Indicators will not figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of N/A

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of N/A

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of No Performance Color

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of No Performance Color

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of Yellow



HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status 0.8 points below standard and change Increased 73.8 points

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status 106.7 points below standard and change Increased 70.9 points

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of No Performance Color

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status No Data- 16.7% prepared

NOTES:

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>(O1) The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Evidence of Drop & Take Cover, Earthquake Drill, Fire Drill and Lockdown Drill happening, per conversation with leadership it is encouraged to have more than one type of drill throughout the year and more than one drill per month. Evidence of Visitors Policy, School Safety Plan.</p> <p>(O6) The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree, whereas:</p> <ul style="list-style-type: none"> • The school has presented the following topics for professional development: Special Ed 101 Accommodations and Modification, Teaching all students (mod/severe disabilities), supporting all students (paraprofessionals) addressing challenging behavior , Intervention Manual, Grading with Students with Disabilities, Circles/Not Squares, Paraprofessional Roles and Expectation. • The 200, one IEP in red, the IEP is in recess until the report is translated, COP suggested to put it in pending and have parent sign what has been approved. The school will continue to provide updates to CSD and COP office. • The 300 Report (one tier 5 and one tier 6– new counselor has not gotten on Welligent and has some problem accessing the location) and one in tier 4 who is no longer at the school. The school is in the process of addressing these concerns and will send an update to CSD and COP office. • Consistency of staff in Special Education at this site, there is an expectation that there will be growth in the Special Education population, specific support for teachers by reviewing individual student and supports. We support having them understand Standards Based grading – starting to archive trainings to be able to utilize time together to tailor supports. Thinking to use iReady to look at data to be able to show growth of teachers. Meetings every week to provide support with the administration. • The Special Education department is working on developing a process to analyze, reflect and create plans of action to look at data growth on academic achievement on a weekly basis via diagnostics, ALEKS, Achieve 3000 and/or all assessments provided for students. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>(O3) The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS. Student work samples included rubrics for mastery addressing the particular CCSS Standards. Unit plans included provided brief description of unit, learning outcomes in alignment to common core. Evidence of 2019-20 UC A-G Course List. The school uses Illuminate to track A-G completion. There was limited evidence of implementation of CCSS in the classrooms. Per conversation with students, during interviews, 9 out of 10 students voice a misconception of the process for mastery noting that “they did not understand it,” “it didn’t make sense to them,” “the grading system is confusing,” or “if you miss 1 out of 7 assignments you get a bad grade in the class.”</p> <p>(O4) The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis.</p>	



- The school has a double-block ELA and Math based on previous grades, test scores, and teacher input. Students that are double blocked noted that they are receiving the same instruction in both classes and that “sometimes they have nothing to do because they have completed the assignment.”
- The school provided data of RTI spreadsheets grade level.
- Per the leadership team response, BCCHS provides in class support focused on 10th and 11th graders by tutors from Gear Up.
- In Math –teachers use ALEKS to assure students have access to content. In English teachers use Achieve 3000, for differentiated instruction for non-fiction reading and writing.
- Per conversation with leadership, a need to monitor academic achievement to address and monitoring student’s needs to provide supports inside the classroom and to provide venues for struggling students outside of classroom time.
- Teachers noted that there is no Designated ELD time for students, the school uses an SFA period for ELD, but there is no evidence that ELD standards are used to support English language development (this was noted in 2017-2018).
- Per classroom observations there was some evidence of integrated ELD in classrooms from lesson planning to what was posted in the classroom.

(O5) The school has partially implemented the key features of the educational program described in the charter. Per the school’s mission, Mastery grading and SFA, data driven instruction are key components of the charter. There is a need to provide rigorous, data driven, service oriented, culturally relevant technologically enhanced learning. Per observations in the classroom there was limited evidence of rigorous curriculum, project based learning (although included on binder review) but not consistent in all classrooms. Teachers noted that there are multiple opportunities to see mastery and implementation for four years, however students voiced an inconsistency to understanding the purpose of mastery grading and the fact that not all teachers accepted second try at mastery of assignments.

(O7) The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. For the 2017-2018 school year the school had a 4.4% In and Out-of-School suspension rate. The school received a Notice of Concern from CSD dated October 13, 2017 to address a focus on culture and climate. The 2018-2019 Mid Year Suspension Rate was .4%. The school leadership noted that they have regular meetings with parents on student absenteeism, behavior and academics. The school has added a Coordinator of School Culture and Climate which has reduced the school wide suspensions. They have partnered with local non-profit organizations to assist with counseling, such as Luminarias, Phoenix House and Northeast Valley Health Corporation. The schoolwide PBIS is in the planning stages of development per teacher interviews (evidence of PD training on PBIS was included). Per interviews with students, parents are reached only when a student is doing poorly in a class with a C or lower. Culture is still an area of concern especially with transitions of new teachers and administration. Teachers noted that it has been of concerns especially with 12th grade. PBIS has not been implemented, teachers discussed this is a planning year and next year implementation.

(O8) The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Per teachers, more time is needed to collaborate, time to discuss implementation, they feel there are too many priorities and no time to implement. CFG (Collaborative Friend Groups) was something that allowed them to share their practice the prior year. The leadership noted that YPICS PD wide allows for teachers to bring a lesson plans to support ELs and students with IEPs to share and provide feedback with their colleagues.



(O9) The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. There seems to be miscommunication on how parent receive appropriate, accessible and relevant information about schoolwide academic progress and performance. Evidence on binder included: (1) two flyers on Parent Conferences, Health Class-Male and Female Anatomy, Coffee with Directors (2/19/19; 2/22/19; 12/11/18; 10/30/18; 9/26/18), Mandatory Junior Parent Meeting; Financial Parent Workshop. However, per student interview: (1) there is one meeting per semester to go over grades; (2) students’ parents are called only when a student is not making progress; (3) “Teachers don’t log in information on a consistent bases to have updated grades for parents;” (4) students noted that not all parents know how to log in and that the staff in the office are not always friendly hence they don’t feel comfortable to seek for help.

(O11) The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. Teachers are observed via a Fall Formal Observation, Instructional Rounds and a Spring Formal Observation. Per school, teachers bring work samples and rubrics during multiple PDs to calibrate student work. The CMO is continuing to develop systemic processes to observe, calibrate, and provide coaching support and growth for teachers’ development. Per teachers, evaluation process is only twice a year and it’s all formal, which impedes opportunities for coaching and growth.

Corrective Action Required

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

Notes:

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



O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

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



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

<p><i>The school has:</i></p> <ul style="list-style-type: none"> • Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served • Demonstrated evidence of implementation of the California Next Generation Science Standards • Obtained WASC accreditation (high schools only) • Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) • Received UC/CSU approval of courses (UC Doorways) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 		
Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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



O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
Performance	<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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Suspension rates, and disproportionality rates



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p>The school:</p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</p> <p><input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website</p> <p><input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website</p> <p><input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</p>	<p><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:</p> <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information



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

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



7598	2015-16					2016-17					2017-18				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High															
Cash and Cash Equivalents		173,401	168,739	70,646	70,647		26,907	33,311	81,025	81,026		136,475	134,606	178,481	178,482
Current Assets		312,944	315,416	406,912	406,914		315,086	326,905	609,069	609,070		437,861	443,691	498,232	496,858
Fixed and Other Assets		57,046	63,579	67,904	67,904		76,053	76,053	77,383	77,383		57,183	57,183	57,183	58,558
Total Assets		369,990	378,995	474,816	474,818		391,138	402,957	686,451	686,453		495,044	500,874	555,415	555,416
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		90,619	102,391	165,369	172,810		64,471	117,301	286,750	289,442		144,060	151,154	149,058	159,339
Long Term Liabilities		155,563	155,563	157,441	150,000		157,441	107,441	102,695	100,004		52,695	52,695	60,283	50,004
Total Liabilities		246,182	257,954	322,810	322,810		221,912	224,742	389,445	389,446		196,756	203,849	209,341	209,343
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		123,808	121,041	152,006	152,008		169,226	178,215	297,006	297,007		298,288	297,025	346,074	346,073
Total Revenues	1,454,453	1,433,953	1,439,332	1,561,639	1,561,639	2,120,318	2,018,593	1,992,987	2,031,277	2,031,277	3,144,959	2,664,932	2,685,552	2,714,290	2,762,147
Total Expenditures	1,454,265	1,296,984	1,305,129	1,396,471	1,396,646	2,080,176	2,001,372	1,966,780	1,886,279	1,886,278	3,050,429	2,663,648	2,685,535	2,665,222	2,665,222
Net Income / (Loss)	188	136,969	134,203	165,168	164,993	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	188	136,969	134,203	165,168	164,993	40,142	17,220	26,207	144,998	144,999	94,531	1,284	18	49,068	96,925
Net Assets, Beginning	0	0	0	0	(12,985)	121,041	152,006	152,006	152,006	152,008	178,215	297,004	297,004	297,006	297,007
Adj. for restatement / Prior Yr Adj	0	(13,161)	(13,162)	(13,162)	0	0	0	2	2	0	0	0	3	0	(47,859)
Net Assets, Beginning, Adjusted	0	(13,161)	(13,162)	(13,162)	(12,985)	121,041	152,006	152,008	152,008	152,008	178,215	297,004	297,007	297,006	249,148
Net Assets, End	188	123,808	121,041	152,006	152,008	161,183	169,226	178,215	297,006	297,007	272,745	298,288	297,025	346,074	346,073

7598	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High										
Cash and Cash Equivalents	0	70,647	81,026	178,482	0		0	215,218	0	0
Current Assets	0	406,914	609,070	496,858	0		0	509,862	0	0
Fixed and Other Assets	0	67,904	77,383	58,558	0		0	43,925	0	0
Total Assets	0	474,818	686,453	555,416	0		0	553,787	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	172,810	289,442	159,339	0		0	195,217	0	0
Other Long Term Liabilities	0	150,000	100,004	50,004	0		0	10,279	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	0	322,810	389,446	209,343	0		0	205,496	0	0
Net Assets	0	152,008	297,007	346,073	0		346,379	348,291	0	0
Total Revenues	0	1,561,639	2,031,277	2,762,147	0	3,749,614	3,362,102	3,262,783	0	0
Total Expenditures	0	1,396,646	1,886,278	2,665,222	0	3,674,914	3,361,797	3,260,565	0	0
Net Income / (Loss)	0	164,993	144,999	96,925	0	74,700	305	2,218	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	164,993	144,999	96,925	0	74,700	305	2,218	0	0
Net Assets, Beginning	0	(12,985)	152,008	297,007	0	323,219	346,074	346,073	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	(47,859)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	0	(12,985)	152,008	249,148	0	323,219	346,074	346,073	0	0
Net Assets, End	0	152,008	297,007	346,073	0	397,919	346,379	348,291	0	0



FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Bert Corona Charter High's fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$346,073 and net income of \$49,066. The 2018-2019 Second Interim Projections project positive net assets of \$348,291 and net income of \$2,218.</p> <p>According to YPI Charter Schools, Inc.'s independent audit report dated June 30, 2018, Bert Corona Charter High is one of three schools operated by YPI Charter Schools, Inc. YPI Charter Schools, Inc. currently has three schools that are authorized by the Los Angeles Unified School District (LAUSD). YPI Charter Schools, Inc.'s fiscal condition is strong. YPI Charter Schools, Inc. and its charter schools reported positive net assets of \$20,684,230 and net income of \$12,857,680. YPI Charter Schools, Inc. Central Administration, without its charter schools, reported positive net assets of \$365 and net income of \$365. According to YPI Charter Schools, Inc., there are no management fees charged to Bert Corona Charter High or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA).</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is positive.</p>		3																														
	<table border="1"> <thead> <tr> <th></th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>N/A</td> <td>\$152,008</td> <td>\$297,007</td> <td>\$346,073</td> <td>\$348,291</td> </tr> <tr> <td>Net Income/<i>Loss</i></td> <td>N/A</td> <td>\$164,993</td> <td>\$144,999</td> <td>\$49,066</td> <td>\$2,218</td> </tr> <tr> <td>Transfers In/<i>Out</i></td> <td>N/A</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>N/A</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)	Net Assets	N/A	\$152,008	\$297,007	\$346,073	\$348,291	Net Income/ <i>Loss</i>	N/A	\$164,993	\$144,999	\$49,066	\$2,218	Transfers In/ <i>Out</i>	N/A	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0	
	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)																											
Net Assets	N/A	\$152,008	\$297,007	\$346,073	\$348,291																											
Net Income/ <i>Loss</i>	N/A	\$164,993	\$144,999	\$49,066	\$2,218																											
Transfers In/ <i>Out</i>	N/A	\$0	\$0	\$0	\$0																											
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0																											



Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division (CSD) requests and receives fiscal documents from YPI Charter Schools, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPI Charter Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPI Charter Schools, Inc. charter schools, to assess overall compliance with YPI Charter Schools, Inc.’s *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPI Charter Schools, Inc.’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPI Charter Schools, Inc. school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each YPI Charter Schools, Inc. charter school.

1. Employee Reimbursements (Lack of Pre-Approvals):

Based on the CSD’s review of the school’s check register for the period from February 2018 through January 2019, a sample of 30 transactions were selected for further review. The CSD noted that six employee reimbursements that lacked evidence of pre-approval from the Executive Director or the Chief Operations Officer or the Executive Administrator. The reimbursements in question are summarized below.

Item #	Reimbursement Check Issuance Date	Check #	Payee	Reimbursement Check Amount	Transaction Description
1	5/3/2018	305646	School Employee	\$156.74	Mileage: 2018 CCSA Conference
2	6/12/2018	305809	School Employee	\$104.83	Postage and plants for office
3	6/29/2018	305866	School Employee	\$126.66	Meals and supplies
4	9/21/2018	306147	School Employee	\$270.82	Meals and supplies
5	12/13/2018	306448	School Employee	\$1,335.18	Sports uniform (soccer and basketball), and homecoming decorations
6	12/13/2018	306455	School Employee	\$208.94	Books
TOTAL				\$2,203.17	

Page 13 of the 7/27/2018 YPI Charter Schools, Inc. Fiscal Policies and Procedures states: “An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator.” Moreover, page 14 of the approved fiscal policies and procedures states that the Executive Director must pre-approve all school-related travel.



According to the school, the school’s leadership team will develop a pre-approval form to ensure that all pre-approvals of employee reimbursements are documented.

The CSD recommends that the school’s governing board require the leadership team of the school to establish more stringent controls in this area and ensure adherence to the pre-approval requirement processes outlined in the governing board-approved fiscal policies and procedures concerning employee reimbursements and travel/conference expenses.

2. Employee Reimbursements (Processing Delays):

Based on the CSD’s review of documents provided by the school, the CSD noted employee reimbursements supported by receipts indicating that the underlying purchase transactions and related reimbursements were made in two different fiscal years (the expenses were incurred during Fiscal Year 2017-2018 but were reimbursed in Fiscal Year 2018-2019). Additional details regarding these transactions are summarized below.

Check #	Date Expense Incurred	Reimbursement Check Issuance Date	Check Amount	Reimbursed Amount	Description
306042	12/5/2017	8/17/2018	\$91.05	\$24.60	Dividers for board review compliance binders
	4/20/2018	8/17/2018		\$66.45	Supplies for Teacher Recruitment event

Page 14 of the 7/27/2018 YPI Charter Schools, Inc. Fiscal Policies and Procedures states: “All expense reports must be submitted within the fiscal year which the expense is incurred.”

According to the school, the expense report was submitted and approved in the prior fiscal year. However, due to change in the school’s Governing Board President, who bears the responsibility for approving the above transaction, the processing of these reimbursements was delayed.

The CSD recommends that the school adhere to its approved fiscal policies and procedures regarding employee reimbursements and establish appropriate controls to monitor the timely processing of school expenditures.

3. Bank Reconciliation Reports

Based on the CSD’s review of bank reconciliation reports for the months from May 2018 through October 2018, the CSD noted four checks that, as of the October 31, 2018, had been outstanding for more than 90 days. Details regarding these checks are provided below.



Item #	Acct #	Check #	Check Issuance Date	Check Amount	# of Days Outstanding as of 10/31/2018	Transaction Description	YPI Charter Schools Inc.'s Response
1	6905	305320	2/15/2018	\$1,000.00	258	Party rentals	Check voided.
2	6905	305769	6/4/2018	\$424.19	149	Employee reimbursement	Check cleared the following month.
3	6905	305944	7/23/2018	\$6.58	100	Employee reimbursement	Check voided and reissued.
4	3491	1102	7/26/2018	\$41,200.00	97	Construction services	Check voided and reissued.
TOTAL				\$42,630.77			

The school declared that the checks referenced above were researched and investigated.

The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

The governing board and leadership team of the school are responsible for managing the operations of the school. Thus, the above-noted findings and observations should be discussed at the school's next board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

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

None noted.

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from May 2018 through October 2018. Selected the months of May 2018 through October 2018 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Wells Fargo Bank Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
 - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
 - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter Middle)
 - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
 - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter Middle)
 - h. Chase Bank Checking Account Ending in X0661 (Student Body Account, Monseñor Oscar Romero Charter Middle)
 - i. Chase Bank Checking Account Ending in X7817 (Parent Account, Monseñor Oscar Romero Charter Middle)
 - j. California Credit Union Checking Account Ending in X5564 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from May 2018 through October 2018. Selected the months of June 2018 and October 2018 for sample testing. Discrepancies were noted above under Areas for Further Growth and/or Improvement.
 - a. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director)
 - b. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - c. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - d. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations)
 - e. California Credit Union Credit Card Ending in X0194 (Director of Operations)
 - f. California Credit Union Credit Card Ending in X0251 (Executive Administrator)
 - g. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations)
 - h. California Credit Union Credit Card Ending in X0277 (Director of Operations)
 - i. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - j. California Credit Union Credit Card Ending in X0145 (Executive Administrator/Director of Data, Account Closed in September 2018)
 - k. California Credit Union Credit Card Ending in X0152 (Executive Administrator/Teacher, Account Closed in September 2018)
 - l. California Credit Union Credit Card Ending in X0160 (Director of Operations/Senior Director of Programs, Account Closed in September 2018)
4. Reviewed the following 30 checks. Discrepancies were noted above under Areas for Further Growth and/or Improvement.
 - a. Check numbers: 1124; 305646; 305751; 305777; 305809; 305811; 305821; 305838; 305866; 305922; 305985; 306042; 306067; 306130; 306147; 306170; 306186; 306217; 306235; 306281; 306310; 306344; 306409; 306432; 306448; 306455; 306506; 306507; 306517, and 306577.
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$178,482, and total expenditures equal \$2,665,222. Therefore, the school's cash reserve level is 6.70%, which exceeds the recommended 5%.



6. A copy of the charter school’s organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school’s financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Monseñor Oscar Romero Charter Middle. No discrepancies were noted.
8. YPI Charter Schools, Inc. disclosed a legal claim pertaining to an employment dispute filed against YPI Charter Schools, Inc. in June 2018. According to the school’s Executive Director, there are currently no potential risks of a material impact on the financial viability of the organization.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
16. Evidence of Bert Corona Charter High offering STRS and/or Social Security benefits to its employees and proof of payment was provided.
17. Equipment inventory was provided.
18. The 2018-2019 LCAP was submitted to LAUSD.
19. The EPA allocation and expenditures are posted on the charter school’s website.
20. The 2017-2018 audited and unaudited actuals nearly mirror each other.
21. YPI Charter Schools, Inc.’s fiscal policies and procedures include policies regarding petty cash. However, the school declared that it currently has no petty cash accounts.

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

N/A



Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>15. Audited and unaudited actuals nearly mirror each other.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school’s budget; and 10. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>