



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2019-2020 SCHOOL YEAR

FOR

BERT CORONA CHARTER SCHOOL

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



Charter School Name:		Bert Corona Charter School			Location Code:	8054
Current Address:		City:	ZIP Code:	Phone:	Fax:	
9400 Remick Avenue		Pacoima	91331	818-834-5805		
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2019 to June 30, 2024			6	NE		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
373		500	5-8	5-8		
Total Number of Staff Members:	58	Certificated:	19	Classified:	58	
Charter School's Leadership Team Members:		Michael Green, Board Member; Yvette King-Berg, Executive Director; Ruben Dueñas, Executive Administrator; Jose D. Castillo, Director of Operations; Daniel Rios, Director of Instruction;			Diana Gamez, Senior Director of Programs Yesenia Zubia, HR/AP Coordinator Lilia Limón, SFAF Tania Beltran, SFA Facilitator	
Charter School's Contact for Special Education:		Vashon Nutt, Director of Special Education				
CSD Assigned Administrator:	Dr. Alves-Monaster		CSD Fiscal Services Manager:	Remedios Dizon		
Other School/CSD Team Members:		Taylor Wichmanowski, Specialist				
Oversight Visit Date(s):		December 13, 2019		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		N/A		LAUSD Co-Location Campus(es) (if applicable):	N/A	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A	

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



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G2) The Governing Board complies with most material provisions of the Brown Act. Per evidence in Binder 1:</p> <ul style="list-style-type: none"> • The YPICS Board meets on a regular basis (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019). • Agendas and minutes are posted and included as a link on Board-On Track. • Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting. <p>(G5) The Governing Board monitors school performance and other internal data to inform decision-making. Review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019 via the Executive Director’s Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative and surveys the Board and the Leadership Team developed focus areas that include:</p> <ul style="list-style-type: none"> • Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) • Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership) • Weekly observation and feedback to teachers (Relay GSE Instructional Leadership) • Data focus: iReady • Joy • Decrease Chronic absenteeism to below 5% • Decrease suspension and expulsion below 3% • Increase student academic achievement in ELA and math by 5% <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(G1) The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s). Please note the following:</p> <ul style="list-style-type: none"> • As noted in 2018-2019 the organizational structure has leadership roles that overlap between the Chief Operations Officer and the Executive Administrator. Per the charter the organization has not been able to completely fulfill the terms of the petition. The YPICS leadership noted they are aware of this concern, however at this time the organization indicated they are not able to fulfill this part of the approved charter. • School Site Council/ELAC agendas and minutes- the school has had one meeting during the 2018-2019 school year and the School Advisory Council and ELAC meet together as evidenced by agendas and minutes, please see request pertaining to this item in the notes section. • On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) agendized a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the 	



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

- (G2) CSD staff discussed with school leaders the need to ensure that the Board Meeting dates posted are aligned to actual Board meeting dates including required documentation; for example:
- October 28, 2019 Board Meeting Dates (UPDATED 9/11/19) versus the Board On Track –regular Meeting agenda dated October 21, 2019.
 - August 19, 2019 on Board Meeting Dates for 2019-2020 with no evidence of agendas or minutes for such meeting on Board On Track
- The YPICS leader noted that this will be referred back to the board.

- (G3) The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, as evidenced by Binder 1:
- Review of the included Handbook revealed that it did not include for the school’s process for stakeholder complaints. Review of the Stakeholder Complaint Procedure revealed the following:
 1. The process for General Complaint procedures and the evidence of a flow chart presented in 1.12 does not match.
 2. Under school provides a meaningful opportunity to be heard: the complaint procedures provides a one-step complaint process that goes from resolving complaint informally to file a written complaint with the office to the Executive Director or Chair of the Board.
 3. Under school provides reasonable opportunity for fair appeal: it did not provide guidance to the stakeholder as to where, how, timeliness (only that the complainant may file a written complaint with the office of the Executive Director or Chair of The Board).
 4. Under school provides sufficiently clear advance notice of specific issue/proposed action: the school did not provide guidance to the stakeholder.
 5. The Stakeholder Complaint Procedure was not provided in other languages
 6. Steps informing stakeholders of follow up were not included.
 - In order to address the items noted above, the YPICS leadership has shared that they will share the information with their board and will update the information.

Corrective Action Required

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

Notes:

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

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



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

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

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

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



G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



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

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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



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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>		
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input 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	2
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(A5) The school reclassifies English Learners at 21.7%, which is at a rate higher than the Resident Schools Median of 24.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(A1) Some of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, as follows:</p> <ul style="list-style-type: none"> • 0.00% of English Learner students Met or Exceeded the Standards, a 3.49 percentage point decrease. • 16.71% of Latino students Met or Exceeded the Standards, a 6.47 percentage point decrease. • 16.40% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 7.53 percentage point decrease. • 2.60% of Students with Disabilities Met or Exceeded the Standards, a 4.42 percentage point increase. <p>(A2) None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, as follows:</p> <ul style="list-style-type: none"> • 0.00% of English Learner students Met or Exceeded the Standards, with no growth. • 10% of Latino students Met or Exceeded the Standards, a 2.27 percentage point decrease. • 10.94% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 3.03 percentage point decrease. • 2.56% of Students with Disabilities Met or Exceeded the Standards, a 2.85 percentage point decrease. <p>(A3) The schoolwide percentage of students who Met and Exceeded Standards in 5th – 8th Grade on the SBAC in ELA is 16.49%, which is substantially lower than the Resident Schools Median of 37.01%. The school leadership noted the decline in ELA to teachers using their own curriculum and lack of adaptive computer based programs and the loss of an English teacher (see summary below in A4).</p> <p>(A4) The schoolwide percentage of students who Met or Exceeded Standards in 5th – 8th Grade on the SBAC in Math is 11.44%, which is at a rate lower than the Resident Schools Median of 23.42%. The school leadership noted the decline to the use of Power Teaching, which had no flexibility nor was it adaptive to supplement ALEKS.</p> <ul style="list-style-type: none"> • For ELA and Math the school is providing various interventions driven from the i-Ready result data – the school's new tool that provides diagnostic assessments with targeted data to support student academic achievement. Such interventions include: general education class support (tutors), after school tutoring, and Saturday Academy. In addition several teachers have begun to implement a blended learning approach to support targeted and small group teaching for students. 	



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

(A6) The school's percentage of "At Risk" English Learners is 5.9%, which is at a rate higher than the Resident Schools Median of 1.2%. Analysis of the 2018-20196 ELPAC results noted that students at Bert Corona Middle performed best in the Oral domain, with the written domain in Reading at 58%. The school leadership noted that they have developed the following: (1) placed students in their reading intervention classes (SFA) to focus on reading mastery levels; (2) EL Snapshots have been created to provide guidance to teachers and needs of ELD students with IEP's; and (3) Created Individualized learning plans for general education EL learners.

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

Corrective Action Required

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

Notes:

YPICS's reclassification criteria are as follows:

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

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median	
	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

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



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (within “Notes” section above) (B2.4) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Providing supports for At-Risk English Learners 2018-2019 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Providing supports for Long Term English Learners 2018-2019 (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Four-Year Adjusted Cohort Graduation Rate (CDE) (high schools only) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)

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

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



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

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11 – Bert Corona Middle School (grades 5-8)

Performance Level Color: Red

Change Level: Declined

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

Performance Level Color: Red

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Yellow

Change Level: Maintained

A15: GRADUATION RATE

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Green

Change Level: Declined

NOTES:



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

2019-2020 ACADEMIC BENCHMARKS – update for 2019-2020

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

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<p>++Due to a fatal flaw the school received a rating of (1), note that the school would otherwise earned a rating of (3).</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>(O1) The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. The school has had 3 drills, fire drill, great shakeout, and earthquake drill. Although the school leadership noted drills/real scenarios have happened addressing student and teacher preparation for emergencies outside of fire and earthquake drills, the CSD noted during the debrief a need to have an assurance that such emergencies provided opportunities for learning, practice and debriefs after the fact.</p>	
<p>(O6) The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. The school leadership noted that the Special Education department is also part of the observation and coaching in the classrooms which is part of the new process the school is embracing for the 2018-2019 school year.</p>	
<p>(O7) The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Review of Binder 3 provided the following evidence:</p> <ul style="list-style-type: none"> • Youth Truth survey to assess overall experience of students on campus • Agenda of a School Culture and Climate committee meeting (11/18/19) where they discussed SMART goals, classroom supports and expectations • Evidence provided of staff feedback survey at the end of the meeting • PBIS Tier 1 planning for 2019-2020 • Schoolwide expectations and outcomes training • Bullying awareness training 10/17/19 • Classroom management 101 training • Matrix of foundation for classroom interventions and supports 	
<p>(O9) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. As evident in Binder 3 and website of: Illuminate training for parents and evidence of progress report provided to parents. The school sent a letter to parents 10/11/19 to inform them of a new communication system called “Remind” to get up to date information about workshops and events at the school via a download app. The school also included evidence via a letter to parents for notification of truancy, excessive absences and tardies. The school provided evidence of School Site Advisory Council with two dates noted October 30, and November 20, 2019, such meeting included discussion from the leadership team with stakeholders of results of the Executive Summary of Family Service.</p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	



- (O3) The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. The school leadership adopted a math curriculum called Ready Math that is Common Core aligned, provides curricular materials and diagnostics. The school is in the process of adopting a similar curriculum for ELA, Science, and Social Science with an emphasis on ELA for the coming year.
- (O4) The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. As noted in A1 through A4, the school leadership has shifted to the i-Ready diagnostic assessment to identify a baseline of performance and areas of need. The school provided evidence of their internal data analysis system which identified:
- English Learners, Specials Education and School Wide, CSD noted a need to include subgroup data analysis for Latino and Socioeconomically Disadvantaged Students.
 - Math data comparison provided from their first i-Ready diagnostic results did include a shift of students from Tier III (2 or More Grade Levels Below) to Tier II (1 Grade Level Below) and Tier I (On/Above Grade Level) across all grade levels and subgroups.
- (O5) The school has partially implemented the key features of the educational program described in the charter. The school continues to provide a small learning environment for personalization and support. BCCS utilizes Standards Mastery Based Grading in all general education classes. The organization continues to work to perfect such practices, however the CSD continues to note the need to retain teachers at Bert Corona Middle School to continue to internalize their practice. In addition, the school continues to provide opportunities for students to engage in PBL, although the school noted that this year there is a dire urgency to focus on Get Better Faster teaching and coaching strategies to support the development of their teachers, the school is continuing to provide opportunities through the lens of service learning, using the CASA curriculum in ELA and Social Studies. Finally BCCS continues to implement literacy instruction every day for students through SFA, whereas all teachers are required to teach the curriculum with the expectation that such practices will transition into their subject area curriculum. The leadership team noted that they are continuing to coach and support such practice
- (O6) 300 Report –
- 8 in Tier 3- some of the minutes might be due to staff absence and/or not inputting the information and 1 tier 5 – counseling – still owe two hours (counselor or student absence), the school leadership noted they are working on scheduling the extra hours to ensure required minutes are rendered.
 - 200 Report - One overdue, primarily as student came in with open assessment, the school leadership noted they are working with the prior school to partner in completing the IEP.
- (O8) The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligned with the education program set forth in the charter. The school leadership noted implementation of practices are in the beginning stages as the school is making a shift to new curriculum, new classroom strategies and newly defined coaching practices to support their teachers. The school leadership noted the following:
- Ready Math curriculum associates have offered three professional development sessions for all math teacher throughout the year- with a focus on utilization of curriculum and intervention practices.



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

(O11) The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. The school leadership noted:

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

(O12) The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements as evidenced by:

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

Corrective Action Required

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

Notes:

None

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



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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> • The school has a current site-specific comprehensive Health, Safety, and Emergency Plan (Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan) • The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol) • School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432 • School staff receives annual training on the handling of bloodborne pathogens • The school has a Visitor’s policy and it’s visible in the main office • A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

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



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

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



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

The school:		
<ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input 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	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has implemented the key features components of the educational program described in the school's charter</i>	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>	
Rubric	Sources of Evidence
<ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • Provides special education training for staff in accordance with requirements of the Modified Consent Decree • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 	
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, 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
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input 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)



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

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive Minimize discretionary suspensions and expulsions Reduce or eliminate suspension disproportionality for student subgroups Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:	
<ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input 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
	<ul style="list-style-type: none"> <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, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)



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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school’s educational program yields high student achievement the school complies with all applicable legal requirements 		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current • The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



Annual Performance-Based Oversight Visit Report

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

Charter #: 654
 CDS Code: 1964733 0106872

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

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



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Bert Corona Charter’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$2,987,106 and net income of \$79,107. The 2018-2019 Unaudited Actuals project positive net assets of \$3,135,093 and net income of \$147,987.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2018, Bert Corona Charter is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS’s fiscal condition is strong. YPICS and its charter schools reported positive net assets of \$20,684,230 and net income of \$12,857,680. YPICS, without its charter schools, reported positive net assets of \$365 and net income of \$365. According to YPICS, there are no management fees charged to Bert Corona Charter or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA) for each school.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>						3
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Unaudited Actuals)	2019-2020 (Preliminary Budget)	
Net Assets	\$2,731,571	\$2,907,999	\$2,987,106	\$3,135,093	\$3,139,412	
Net Income/Loss	\$583,196	\$176,428	\$79,107	\$147,987	\$4,319	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



Areas Noted for Further Growth and/or Improvement:

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

1. Untimely Bank Deposits:

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

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

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

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

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

2. Lack of Documented Approvals of Bank Reconciliation Reports:

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



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

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

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

3. Checks Outstanding for 90 Days or More:

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

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

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

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

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

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

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



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

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

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

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

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

Page 14 of the 9/30/2019 YPICS Fiscal Policies and Procedures states: “An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.”

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

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

2. Inadequate Controls Regarding Interorganizational Fund Transfers:

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

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

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from April 2019 through September 2019. Selected the months of June 2019 and July 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
 - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
 - c. US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
 - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
 - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
 - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
 - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
 - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
 - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
 - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
3. Reviewed credit card statements from April 2019 through September 2019. Selected the months of April 2019 and August 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
 - b. California Credit Union Credit Card Ending in X0013 (Executive Director)
 - c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
 - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
 - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
 - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
 - g. California Credit Union Credit Card Ending in X0277 (Director of Operations, Bert Corona Charter)
 - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
 - i. Wells Fargo Bank Credit Card Ending in X4736 (Executive Director, account closed in April 2019)
4. Reviewed the following 55 checks and 10 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 1003858; 1115; 1133; 1150; 1156; 1165; 01/31/19 – STRS; 306308; 306310; 306352; 306422; 306432; 306712; 306716; 306719; 306724; 306728; 306793; 306876; 306956; 306962; 307001; 307002; 307015; 307087; 307109; 307116; 307185; 307236; 307243; 307257; 307263; 307282; 307312; 307323; 307388; 307429; 307440; 307454; 307466; 307467; 307500; 307502; 307511; 307518; 307522; 307549; 307551; 307552; 307584; 307589; 307599; 307602; 307613; Q802580
 - b. ACH Debit Transactions (Checking Account Ending in X6905 – transaction dates): 6/3/2019; 6/6/2019; 6/11/2019; 6/12/2019; 6/13/2019; 6/24/2019; 7/1/2019; 7/3/2019; 7/5/2019; 7/9/2019



5. Per the 2017-2018 audit report, the school’s cash and cash equivalents is \$1,291,458, and total expenditures equal \$8,501,898. Therefore, the school’s cash reserve level is 15.19%, which exceeds the recommended 5%.
6. A copy of the charter school’s organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school’s financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Monseñor Oscar Romero Charter. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization’s home office, charter management organization, or related entities which may have decision-making authority over the school was not provided.
9. Reviewed student body financial records from April 2019 through September 2019. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
10. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (except as provided for a charter school that offers nonclassroom-based instruction) was provided.
11. Bert Corona Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
18. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
19. Evidence of Bert Corona Charter offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
20. Equipment inventory was provided.
21. The 2019-2020 LCAP was submitted to LAUSD.
22. The most current LCAP is posted on the charter school’s website.
23. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website.
24. The most current Audited Financial Statements are not posted on the charter school’s website. The CSD’s observations were noted in the Other Observations section above.
25. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

N/A



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

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

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school’s website; and 9. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter - MIDDLE

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 12/13/2019

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.