



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2015-2016 SCHOOL YEAR**

### **FOR**

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - 8196**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



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

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



**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).

<b>RENEWAL ELIGIBILITY:</b> To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2015-2016 must meet at least one of the following minimum criteria:	<b>2012</b>	<b>2013</b>
<b>Criterion 1:</b> Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		<b>NO SCHOOL HAS NOT MET THIS REQUIREMENT</b>
<b>Criterion 2:</b> Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	<b>NO SCHOOL HAS NOT MET THIS REQUIREMENT</b>	<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>
<b>Criterion 3:</b> Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>	<b>YES SCHOOL HAS MET THIS REQUIREMENT</b>

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

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

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

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



## REPORT GUIDE

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

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

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

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



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



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

**G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1**

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

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils
- school leadership

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

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

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

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

	Rubric	Sources of Evidence



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 9)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 10)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 11.1)</b> <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, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><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</li> <li><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</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 8 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 11.2)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

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

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





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

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

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

- review and use of academic and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making <b>(B1: 13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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



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

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

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

\* The above applies only to the fiscal governance process.

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



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



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

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

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

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

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

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



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

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>Statewide Rank (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above	<input type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7	
	<input checked="" type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5	
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below	
	<input type="checkbox"/> No assessment of performance for this indicator	

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>English Learner reclassification rate</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.3) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input type="checkbox"/> School internal reclassification data (B2: 2.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average	
	<input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average	
	<input type="checkbox"/> The school does not reclassify English Learners	
	<input type="checkbox"/> No assessment of performance for this indicator	

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



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

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

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

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

**HIGH SCHOOLS ONLY:**

**A7: 10<sup>TH</sup> GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

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

- 10<sup>TH</sup> Grade combined CAHSEE passage rates in ELA and Math

Rubric	Sources of Evidence



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

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

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

- LAUSD School Performance Framework (SPF) classification

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

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

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

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

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



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

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

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





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• (O1) The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety as indicated in Parent Handbook. The Parent Handbook delineated an opportunity and process for parents to resolve concerns. The handbook also included a step by step process for suspension and/or expulsion, rehabilitation and reinstatement from expulsion and appeal of disciplinary action. Note that as a Prop 39 co-located school, the school is part of the Berendo Middle School Safety Plan. Evidence of Emergency Drills and Preparedness trainings included: <ul style="list-style-type: none"> <li>○ Emergency and Safety Procedures (8/5/15), (2) Blood Borne Pathogens (8/14/15) (3) Child Mandated Reporting training (8/14/15), (4) Sexual Harassment Training (5) several drills: Fire/Earthquake Drill 9/24/15, CA Shake Drill 10/16/15, ASP Lockdown Drill 2/25/16, and (6) Safety Epi Pen Training 1/11/16.</li> <li>○ Detailed evidence of School Emergency Operation Assignments depicted an alignment to Berendo Middle School. Included as evidence were routes for emergencies, and Evaluation forms where staff is able to provide feedback as to improvement areas after a drill.</li> <li>○ Evidence of Scoliosis screening team completed 4/28/16. CSD recommends the school includes complaint procedures for staff members as this was not delineated on the YPI Charter Schools Employee Handbook.</li> </ul> </li> <li>• (O3) The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs as this was evident through classroom observation of the SFA rotations in English and Math where students are constantly supported and monitored throughout the year. CSD observed in all classrooms collaborative grouping, partner reading and discussions, team support, and guided/released reflective thinking through the use of rubrics. In terms of monitoring the academic program, conversations with leadership included a developed system where teachers look at data which is driven from different sources such as NWEA, interim assessments, ALEX, ACHIEVE 3000 to support students and reorganize instruction. In addition Blended learning practices in Science and Math classrooms provided an opportunity to observe teacher differentiation, targeted instruction and feasibility within the class period of extending instruction for students achieving beyond the expected level.</li> <li>• (O4) The school has fully implemented the innovative components of the educational program described in the charter which includes: <ul style="list-style-type: none"> <li>○ Including parents as partners. The school reported in fall 2015 a schoolwide attendance rate for parent conferences of 96% compared to spring 2016 of 96.4%. The school continues to track data for Parent Engagement as they have encouraged parent participation to events, such as: (1) transition to Middle School – Parent Summer Bridge with 198 parents total in attendance; Back to School Night with a 50% attendance rate (172 parents in attendance); (2) Opportunities to learn and interact - Coffee with the Directors, Power School training, Common Core Training, monthly Parent Advisory meetings, and High School choice.</li> <li>○ A second innovative component of the school is technology integration which allows students to utilize technology to supplement their own learning through ALEKS, Achieve 3000 and Adaptive Curriculum.</li> <li>○ Service learning projects is a hallmark for MORCS where students focus on service learning projects to engage students and support critical thinking and problem solving activities. The school is also implementing Success for All programs in reading and math.</li> </ul> </li> </ul>	



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

#### Areas Noted for Further Growth and/or Improvement

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

#### Corrective Action Required



Notes:

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

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

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

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

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

*The school has:*

- implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- obtained WASC accreditation **(high schools only)**
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements **(high schools only)**
- received UC/CSU approval of courses **(high schools only)**

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

*The school:*

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

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

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

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

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

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

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

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

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

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





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

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>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 (<b>high schools only</b>)</li> <li>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</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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

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



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

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• all certificated staff are fully credentialed and appropriately assigned as authorized by their credentials</li> <li>• the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current</li> <li>• the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current</li> <li>• 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</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**



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



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

Corrective Action Required:  
None noted



**Notes:**

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

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



**Fiscal Operations Rubrics**

<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board approves any amendment(s) to the charter school’s budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no conflict of interest;</li> <li>11. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>12. The LCAP is submitted to the appropriate agencies;</li> <li>13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>15. Audited and unaudited actuals nearly mirror each other.</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> 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;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board approves any amendment(s) to the charter school’s budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no conflict of interest;</li> <li>11. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>12. The LCAP is submitted to the appropriate agencies;</li> <li>13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>15. Audited and unaudited actuals nearly mirror each other.</li> </ol>





<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <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;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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



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



<b><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b>	<b><i>A school would be assessed as Unsatisfactory based on the statements below:</i></b>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

**Fiscal Operations Quality Indicators**

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

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

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

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

At the site visit the evaluator provides the following:

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



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

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

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