



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2015-2016 SCHOOL YEAR

FOR

BERT CORONA MIDDLE SCHOOL – 8054

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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



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

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



CHARTER RENEWAL CRITERIA

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

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

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

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

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

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

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



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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

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

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



G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1

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

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> • Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act • Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements • Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 7) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



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

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

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



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

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

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

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

* The above applies only to the fiscal governance process.

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
Summary of School Performance	2

Areas of Demonstrated Strength and/or Progress

- (A6) The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:

- 5th grade: 136 point growth (648 to 784)
- 6th grade: 109 point growth (616 to 725)
- 7th grade: 32 point growth (686 to 718)
- 8th grade: 60 point growth (681 to 741)

In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:

- 5th grade: 73 point growth (686 to 759)
- 6th grade: 65 point growth (601 to 666)
- 7th grade: 83 point growth (645 to 700)
- 8th grade: 60 point growth (670 to 730)

Areas Noted for Further Growth and/or Improvement

- (A5) The school did not reclassify English Learners through CALPADS for the 2014-15. According to CDE the 2014-15 reclassification data is 0.0%. However the school's internal data provided through Binder 2, included the school's self-reported reclassification rate of 14.67% for the 2015/16 school year. The CSD will monitor CDE's official rate for the school for 2015-16. During the visit to the charter, the school provided an update on the reporting anomalies of this year's report as they continue to work with the state to determine the unexpected 0.0% reclassification rate in 2014-15.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: BERT CORONA CHARTER SCHOOL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

Corrective Action Required

Notes:



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

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

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

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



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

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

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

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



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

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

- English Learner reclassification rate

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

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

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

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

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

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



HIGH SCHOOLS ONLY:

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> 10TH Grade combined CAHSEE passage rates in ELA and Math 		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> CAHSEE 10 th Grade Combined report (CDE) (B2: 1.6) <input type="checkbox"/> Other: (Specify)

HIGH SCHOOLS ONLY:

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

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



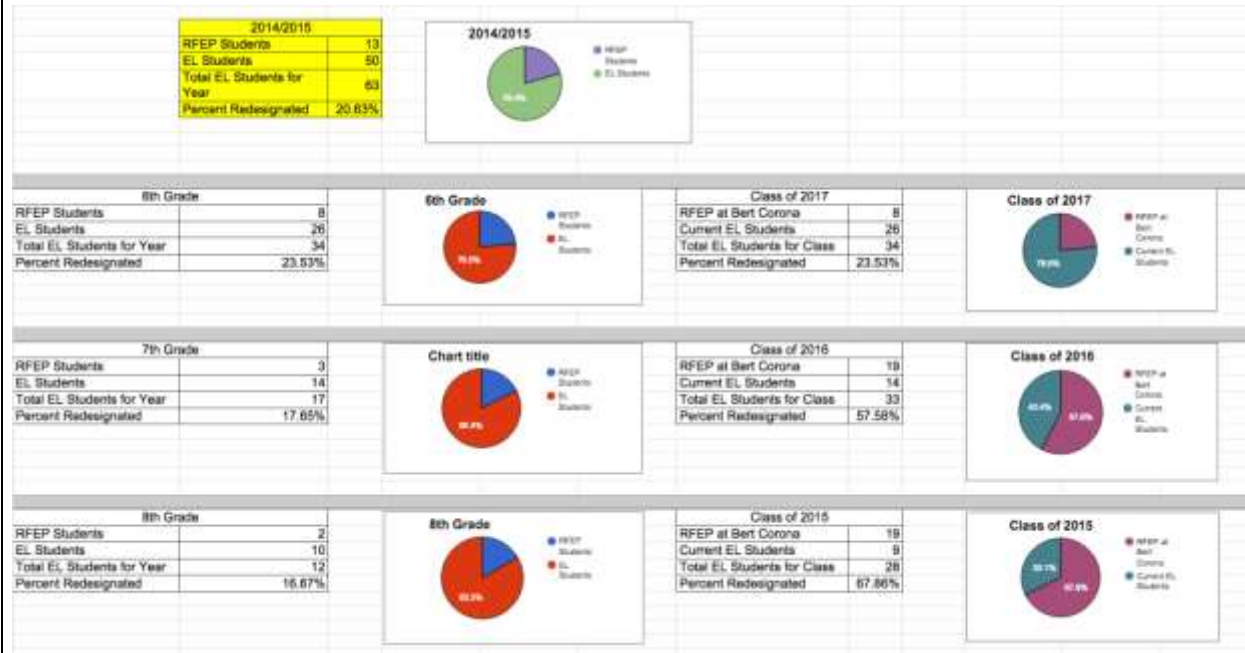
Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

INSTRUCTIONAL:

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

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

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



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

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



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

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (O1) The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety as evidenced through documentation provided which included: <ol style="list-style-type: none"> (1) School conducts safety drills and emergency preparedness with consistent drills to prepare students and staff for an emergency: 9/10/15 (lockdown), 10/6/15 (earthquake), 11/10/15 (lockdown), 12/8/415 (fire drill), 1/26/16 (lockdown), 2/23/16 (earthquake), 3/15/16 (lockdown), and 4/5/16 (fire drill); (2) Comprehensive health and safety emergency plan with school clearly outlining response teams, roles and responsibilities; (3) Evidence of emergency supplies to include classroom folders, rosters, maps and extinguishers; it is recommended that the school ensures that staff has a process for knowing and ensuring access to emergency toilets. • (O2) The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS. The school is implementing plans for integration on NGSS, utilizing resources such as Achieve 3000, Success For All, and ALEKS to close the achievement gap and build background. The school is also implementing new math curriculum Power Math also from the Success For All Foundation. • (O3) The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs. The organized chart provided during the oversight demonstrates how credit recovery and academic support occurs on 5 week intervals. Students are regrouped for SFA morning sessions every 10 weeks according to data results, school provides afterschool tutoring, and additional support through Gear Up and Americorp for in class support. For students classified as English Learners the school provided documentation of tracking of academic progress and meeting of criteria for reclassification (see benchmark under Instruction). • (O4) The school has fully implemented the innovative components of the educational program described in the charter as evidenced in Binder 3 documentation such as: Implementation of Wellness policy, workshops for parents, college readiness through Gear Up, Promise Neighborhood Wrap around services, and social emotional supports for students/families. The school also incorporates several instructional-innovative features such as: <ol style="list-style-type: none"> (1) Service learning supported though the NCLR CASA grant guided by grade level essential questions. (2) Project based learning to support and expose students to 21st century college courses and careers; as an example, 8th grade science students learned physics through the construction and racing of pinewood derby cars. (3) Enhanced learning where 6th graders worked with Project Lead the Way to learn about various fields in engineering, design process and AutoCAD to create 3D models. 	



- (O5) The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree as evidenced through conversations with the Director of Special Education and overview of their Welligent report regarding special education services. A Modified Consent Team is in place which included a general education teacher, principal, Director of Operations and Director of Special Education. The school also serves low incidence students, there were no red IEPs and 202 report was clear. School had their DVR in 1-16-14 and all corrective actions were cleared on 3-30-14.
- (O6) The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced through conversations with the leadership team, documentation in Binder 3 and classroom visits such as:
 - Various documented pieces were provided through Binder 3, amongst but not limited to: (1) School Culture & Climate SSC Responsibilities (daily, weekly, monthly, quarterly, yearly); Online survey in google docs to capture expectations/evaluation of the Director of School Culture & Climate; Staff Skills Survey Inventory; Improving school climate & culture with SWPBIS | A PowerPoint for school wide PD; “Transforming Climate & Culture with SWPBIS” a PowerPoint with goals; Improve student engagement and morale; Compliance with discipline foundation policy; YPICS School wide Positive Behavior Intervention & Support Manual; PBIS’s SWPBIS Tiered Fidelity Inventory version 2.1- designed to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPB interventions and supports; Calendar of Student Events for 2015/16 that includes assemblies focusing on culture building activities; MTSS Referral for Services; Schoolwide discipline tracker for 2015/16, every student, every subgroup classification, grade, number of mandatory parent visits, served consequences, and # of reflections.
 - Teacher interviews also yielded an insight into the school’s culture as they noted “long term teachers always try to support each other” and providing opportunities through advisory to “connect with kids and to be able to get to know strengths and weaknesses.”
- (O7) The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter, as evidenced through Binder 3 and conversations with school teachers during the stakeholder interview. Such trainings included, new teacher training, SFA training, classroom management, using Data to Drive Instruction, SFA Math Training, Grading Policy and Expectations, NWEA Map Testing, Special Education, tech training, etc. CSD recommends continual scaffolding opportunities for teachers and mentoring opportunities as the school has experienced a high turnover of staff members throughout this year to build capacity of all teachers, including new staff.
- (O8) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced from Binder 3 which included summer bridge for parents, parent advisory for parent leadership, access to grades through PowerSchool, coffee with the Directors, interest opportunities such as Fitness Club/Family/Padres Comprometidos and several venues to maintain parents abreast of student’s academic development. All parents during the stakeholder interview voiced being happy with the school by making statements such as “I’m happy with this school”, “I’m happy because we have had our kids every generation, my sister and now my kids. The school pushes them to exceed and think outside just completing high school.” CSD does, however, recommend to continue to have a forum for open communication with parents specifically during difficult times such as teacher shortage which has been a point of concern from parents. One parent stated “they needed to have a plan B in terms of new teachers. Things, can happen and we understand, but it was hard for my kid having teachers in and teachers out,” while another parent added “maybe prepare the students, a plan for students’ and a plan for the administration to know what to do so there are less conflicts.”



Areas Noted for Further Growth and/or Improvement

Corrective Action Required

Notes:

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



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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) (B3A) <input type="checkbox"/> Site/classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p>The school has:</p> <ul style="list-style-type: none"> implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school:</i></p> <ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including ELs <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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



O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

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

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

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



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

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

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

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



O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p>The school:</p> <ul style="list-style-type: none"> • has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input type="checkbox"/> Parent NCLB “Right to Know” letter (B3: 4.3) <input type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

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



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

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

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

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

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



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/26/2016

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

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

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

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



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



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



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



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



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



<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>
<ul style="list-style-type: none"> 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p><u>New Schools:</u></p> <ul style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ul style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. Governing board approved LCAP is posted on the charter school’s website. 8. The EPA allocation and expenditures are posted on the charter school’s website. 	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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

Fiscal Operations Quality Indicators

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

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

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

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

At the site visit the evaluator provides the following:

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



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

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