



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

BERT CORONA MIDDLE SCHOOL

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



Charter School Name:	Bert Corona Charter School (BCCS)			Location Code:	8054
Current Address:	City:	ZIP Code:	Phone:	Fax:	
9400 Remick Avenue	Pacoima	91331	818-834-5805	--	
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2020 to June 30, 2028 (after SB 114)	6		North		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below 158	
342	500				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below 31.60%	
5-8	5-8				
Norm Enrollment Number:	346				
Total Number of Staff Members:	49	Certificated:	21	Classified:	28
Charter School's Leadership Team Members:	Dr. Kevin Myers, Executive Administrator; Yvette King-Berg, Executive Director; Ena LaVan, Accountability CAO; Mariana C. Myers, Coordinator of Instruction; Joseph Arreola, Coordinator of School Culture; Leticia Sepulveda, Coordinator of Community Schools; Ruben Dueñas, Chief Operations Officer				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Dr. Blanca A. Monaster	CSD Fiscal Oversight Manager:		Cindy Delos Santos-Iya	
Other CSD Team Members:	Michael Maar				
Oversight Visit Date(s):	April 3, 2025		Fiscal Review Date (if different):	Not applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	Not applicable		LAUSD Co-Location Campus(es) (if applicable):	Not Applicable	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not applicable		COO/TCO Approved Grade Levels and Occupancy Loads:	COO Number - E Occ. Load 72 for the following: 9797; 9798; 9799; 39932; 39933; 39935; 39936; 39937; 80697-Admin.; 39931-24;	

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, Proficient	2, Developing	3, Proficient	3, Proficient

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, and the factors and guidance promulgated by the California State Board of Education in 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 positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. 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; (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 all LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u> G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis, and discussion, etc.) as evidenced by agendas and documents as follows:</p> <ul style="list-style-type: none"> • Approved items: 6/24/2024, FY24-25 LCAP • Inclusive of various data points during the different reports: 2/5/2024 and 5/20/2024, Monseñor Oscar Romeo Charter Executive Administrator Report, Updated Academic Excellence Plans for MORCS, 3/11/2024 YPICS Director of Special Education’s Report, 4/22/2024 YPICS Senior Director of Community Schools Partnership’s Report – Key Findings of Needs Assessment. • Brown Act Ethics training 2/24/2025. • Included on the agenda - Board’s School Committee/Council Reports on 10/30/2023, ensure that this item is included on the board agenda on a more consistent basis. <p><u>Areas Noted for Further Growth and/or Improvement</u> G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As noted in 2022-2023 and 2023-2024: The organizational chart from the approved charter is not fully in place as described in the school’s charter. One of the members of the organization is serving in a dual role as Executive Administrator at Bert Corona High School site and Chief Operations Officer for the Youth Policy Institute Charter Schools (YPICS).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: <i>A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category - Student Achievement and Educational Performance</i></p>	
<p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable): <input checked="" type="checkbox"/> Not Applicable</p>	



***RATING NOTES:**

A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).

- A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G2: DUE PROCESS

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input type="checkbox"/> Student discipline policy and procedures <input type="checkbox"/> Employee grievance and discipline policy and procedure <input type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) 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
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the two most current annual independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; background-color: #e0e0e0;">Performance Rubric</th> <th style="width: 40%; background-color: #e0e0e0;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p> </td> <td style="vertical-align: top;"> <p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p> </td> </tr> </tbody> </table>		Performance Rubric	Sources of Evidence	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; 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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education’s (CDE) Charter School’s 2025 Performance Category	Middle Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) The schoolwide Dashboard ELPI performance color is Blue, as compared to the state’s color of Orange. The school’s 2024 percentage of English Learner students making progress towards English language proficiency (68.4%) is higher than/lower than/the same as] the state average (45.7%).</p> <p>NOTE: The schoolwide ELPI performance as reported on the Dashboard is inclusive of Long-Term English Learner (LTEL) student group data. The school’s 2024 percentage of LTEL students making progress towards English language proficiency (68.1%) is higher than the state average (45.8%).</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state’s color of Orange. The school’s 2024 schoolwide ELA DFS (-68.3 DFS) is lower than the state average (-13.2 DFS). None of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> The 2024 average DFS in ELA for the school’s English Learner student group (-108.9 DFS) is lower than the state average (-67.6 DFS). The 2024 average DFS in ELA for the school’s Latino student group (-68.8 DFS) is lower than the state average (-39.3 DFS). The 2024 average DFS in ELA for the school’s Long-Term English Learners student group (-140.8 DFS) is lower than the state average (-109.6 DFS) The 2024 average DFS in ELA for the school’s Socioeconomically Disadvantaged student group (-71.2 DFS) is lower than the state average (-40.9 DFS) The 2024 average DFS in ELA for the school’s Students with Disabilities student group (-138.3 DFS) is lower than the state average (-95.6 DFS) <p>In light of these results, school leaders report taking actions to improve the academic performance in ELA schoolwide and numerically significant student groups including, but not limited to, the following:</p> <p>Continued Practices:</p> <ul style="list-style-type: none"> Expanded Tutoring Support: Credentialed teachers provide targeted math and ELA tutoring before and after school to support acceleration efforts. Observation & Coaching: Regular teacher observations ensure timely feedback to improve instructional practices. Designated ELD Growth: English Learner progress has improved, with ELPI increasing from 57% in 2023 to 68% in 2024, and a reclassification rate of 31% demonstrating success. <p>New Initiatives:</p> <ul style="list-style-type: none"> Co-Planning & Co-Teaching: Expanded requirements for co-teaching in ELA and math, with training from CHIME Charter Schools. This supports differentiation and proactive planning for student needs. 	



- Performance Tasks & Assessments: Implemented regular Interim Assessment Blocks (IABs) and Performance Tasks to prepare students for the CAASPP. Teachers received PD on aligning assessments with performance tasks and using AI tools for enhanced planning.

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Red, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-135.0 DFS) is lower than the state average (-47.6 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
 - The 2024 average DFS in Math for the school's English Learner student group (-170.6 DFS) is lower than the state average (-93.4 DFS).
 - The 2024 average DFS in Math for the school's Latino student group (-134.6 DFS) lower than the state average (-79.2 DFS).
 - The 2024 average DFS in Math for the school's Long-Term English Learner student group (-197.0 DFS) is lower than the state average (-163.5 DFS).
 - The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-139.0 DFS) is lower than the state average (-78.2 DFS)
 - The 2024 average DFS in Math for the school's Students with Disabilities student group (-203.3 DFS) is lower than the state average (-124.3 DFS)

The school leader reports implementing similar strategies to improve Math outcomes to that of the English Language Arts strategies for its numerically significant groups (see above A1).

Strategies include vertical alignment of key standards, integration of the Ironbox curriculum for foundational skills, a shift to collaborative learning, increased parental involvement, and ongoing professional development with iReady.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow, which is the same as the state's color of Yellow. The school's 2024 percentage of chronically absent students (23.9%) is higher than the state average (18.6%). The school leader noted that Chronic absenteeism has decreased from 30.3% in 2022-23 to 23.9% in 2023-24, with a projection for this year suggesting a further drop below 20%. This progress is driven by a multi-tiered approach:

- Tier 1: Increased student recognition through attendance awards, competitions, and incentive-based programs like *WE MADE IT WEEK*. A focus on school culture, PBIS implementation, and engaging activities fosters a welcoming and motivating environment.
- Tier 2: Targeted interventions include attendance-focused field trips, strategically scheduled activities on historically low-attendance days, and support through the Community Schools Team.
- Tier 3: Expanded staffing and partnerships provide individualized support, including mentoring, counseling, and after-school engagement. A Youth Mentor and social work interns work closely with chronically absent students and families.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The schoolwide Dashboard Suspension Rate Indicator performance color is Orange, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (5.2 %) is higher than the state average (3.2%). Considering this data, please provide the steps taken and/or plans to take to improve the outcomes for the Suspension Rate Indicator, as in this area the Charter is performing below the state average. The school leadership noted a focus to continuous improvement in school culture, focusing on student social-emotional needs, behavior management, and engagement, including:

- Expanded staff involvement in MTSS and PBIS strategies, with weekly 30-minute PD sessions to enhance implementation and engagement.



- Collaborations with organizations like MLC, Luminarias, Aviva, Boys & Girls Club, and GEAR UP to provide counseling, mentoring, and enrichment opportunities.

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

Notes:

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI)

- The school’s 2024 percentage of Long-Term English Learner students making progress towards English language proficiency (68.1%) is higher than the state average (45.8%).

A12: ALL STUDENTS SCIENCE INDICATOR

- The school’s schoolwide Dashboard Science Indicator Status (-26.9 DFS) is lower than the state (-13.5 DFS). The school leadership noted they have opted for the integrated science model to make learning more cyclical, where key concepts are taught at all grade levels. This allows students to review and reinforce foundational science knowledge, with the use of Stile, a hybrid curriculum offering both online and print resources. Students engage with interactive lessons on Stile, sometimes guided, sometimes independently. Additionally, students have access to Stile X, a print resource for further learning and practice. The school has also purchased Stile lab kits, providing teachers with materials that align with both online and print activities.

Charter School’s 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

2024 LCFF Charter School Assistance Eligibility:

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies



Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- As of the time of the issuance of this Annual Performance-Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.
- The school’s percent of “At Risk” ELs is 2.3% as compared to the state’s percent of 6.0%
- The school’s percent of “LTELs” is 15.0% as compared to the state percent of 10.4%

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

Not Applicable

BERT CORONA CHARTER

BOARD OF EDUCATION REPORT 073-18/19

The school shall provide a written status report to the Charter Schools Division (CSD) no later than December 1 of each year of the charter term demonstrating its progress related to the following:

1. The Charter School shall demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident School’s Median and the District reclassification rate.

Status: **No update** as the state has not released reclassification data as of the time of issuing this oversight report.

2. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in English Language Arts as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

Status: **The school did not meet the benchmark** (see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).

- a. In 2024, in ELA, English Language Learners Performance Level, grew from Red to Orange. The DFS “Increased” by 24.9 points from -133.7 to -108.9. The student group increased one Performance Level.
- b. The 2024 English Language Learners ELA DFS (-108.9) is lower than the Resident Schools English Language Learners Median DFS (-102.7), the student group did not attain a rate that is equal or greater than the Resident Schools.
- c. In 2024, in ELA, Students with Disabilities Performance Level, remained Orange from 2023. The DFS “Increased” by 4.8 points from -143.1 to -138.3, the student group did not increase one Performance Level.
- d. The 2024, Students with Disabilities’ ELA DFS (-138.3) is lower than the Resident Schools Students with Disabilities Median DFS (-124.2), the student group did not attain a rate that is equal or greater than the Resident Schools.



3. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in Mathematics as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

Status: ***The school did not meet the benchmark*** (see above *Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement*).

- a. *In 2024, in Math, English Language Learners Performance Level, grew from Red to Orange. The DFS “Increased” by 12.2 points from -182.8 to -170.6. The student group increased one Performance Level.*
- b. *The 2024 English Language Learners’ Math DFS (-170.6) is **lower** than the Resident Schools English Language Learners Median DFS (-149.4), the student group did not attain a rate that is equal or greater than the Resident Schools.*
- c. *In 2024, Students with Disabilities Performance Level, remained Red from 2023. DFS “Declined” by 20.9 points from -182.4 to -203.3, **the student group did not increase one Performance Level.***
- d. *The 2024 Students with Disabilities’ Math DFS (-203.3) is **lower** than the Resident Schools Students with Disabilities Median DFS (-167.6), the student group did not attain a rate that is equal or greater than the Resident Schools.*

If any of these benchmarks remain unmet by the timeline(s) indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.

***RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state’s published list.**



A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard All Students ELA Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard All Students Math Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

<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"> California School Dashboard All Students ELPI (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

<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"> California School Dashboard All Students CCI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

<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"> California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-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"> California School Dashboard All Students Chronic Absenteeism Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

<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"> California School Dashboard All Students Graduation Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

<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"> California School Dashboard All Students Suspension Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school provided the following Verified Data for consideration: Academic Progress Indicator(s) and/or Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): i-Ready 9-12 by Curriculum Associates, Grades 9–12	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below
Academic Progress Indicator (Math): i-Ready 9-12 by Curriculum Associates, Grades 9–12	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: See Notes below

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. Socioeconomically Disadvantaged, English Learners, Latino, Special Education
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the following publisher’s verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: Click or tap here to enter text.
 - The charter school provided sections of the publisher’s report, however it could not be used as verified data because it was not the complete report.
 - The charter school provided school created reports that are not considered verified data.
 - The charter school did not provide the publisher’s designated report to demonstrate one year’s growth.

As the date of this published report, the names of the above-mentioned reports are the District’s current understanding from the publisher.



Notes:
i-Ready 9-12 by Curriculum Associates, Grades K-8 does not provide an official participation rate.

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>

Notes:
None



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has fully implemented the educational program, including key features, outlined in the school’s charter, and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report, as evidenced but not limited to:</p> <p>Documentation:</p> <ul style="list-style-type: none"> ○ 2024-2025 Strategic Planning which includes calendar, data collection, data review, equity gaps, research, plan, share and communicate, execute, monitor, and refine. ○ PD Plan includes areas of focus, presenter, resources. ○ PowerPoints titled: Co-Planning, PBIS in the Classroom, ○ Several Scope and Sequence Planning Documents (with standards to address). ○ Reflection Survey for teachers after training whereas 16 teachers responded to the survey and 75% felt confident about implementing co-teaching strategies. ○ School goals noted: <ul style="list-style-type: none"> ▪ 70% of students, will demonstrate improved placements on their ready Math and Reading tests, as for 2023-2024 Math: 64%, Reading: 60%. ▪ 2.65% of students will meet 100% of typical growth goal, as for 2023-2024 Math: 60%, Reading: 60%. ▪ 3.100% of student cohorts will meet 100% typical growth, as for 2023-2024 12/13homerooms = 93%. ▪ 50% of cohorts will meet stretch growth goal, as of 2023-2024 9/13homerooms = 69%. <p>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</p> <p>The school provided evidence [of a well-developed and effective system, of a system, limited evidence of a system, little or no evidence of a system] for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements, as evidenced and not limited to documents reviewed in preparation for the visit.</p> <p>A combined SAC and EL-PAC agenda, addressing topics such as:</p> <ul style="list-style-type: none"> ● 8/28/2024 Comprehensive Needs Assessment – Strategic Goals and Nominations ● 1/29/2025 Update to Strategic Plan ● 2/26/2025 Local Control and Accountability Plan <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</p> <p>The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis, note following observations in collaboration with the school’s leadership:</p>	



- The analysis and application of student achievement data are in early development and need further refinement. The school should prioritize enhancing this process throughout the year, ensuring a balance between effective data analysis and its practical use in classroom instruction.
- Classroom observations:
 - Students were observed working in pods and pairs, particularly in ELD and Math, using role cards, Math Tale sheets, and whiteboards, indicating a school-wide emphasis on collaborative work groups (Equity). Teachers facilitated pair-sharing and used sentence starters to support student engagement.
 - Observed 6th grade doing group work through co-teaching /7th grade SFA as part of co-teaching.
 - In the ELD classroom, teachers emphasized key vocabulary, grouped students by language ability, and used scaffolding techniques like sentence starters, aligning with ELL/SEL criteria. However, evidence of sufficient wait time or 50%+ student academic talk was absent.
 - Continue to develop strategies for student engagement. Continue to use role cards.
 - Continue to develop practices for turn and talk.
 - Continue to develop purposeful co-teaching as the staff begins to feel more comfortable with the process.
 - Continue to define non-negotiable instructional strategies.

O3: SPECIAL EDUCATION

The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines, and maintains accurate service provision records

- One overdue IEP.
- Lack of updated service provider data:
 - Tier 4: 2 students
 - Tier 5: 2 students
 - Tier 6: 1 student

In response to the Charter Schools Division's oversight requirements for the 2024-2025 school year, Bert Corona Charter demonstrated special education program with service delivery and IEP compliance. Key points include:

- **Overdue IEPs:** Only one IEP is past due, involving a student who enrolled mid-year from outside the district with an already overdue triennial IEP. The school promptly held a 30-day IEP meeting to establish comparable services, secured parental consent for assessments, and will convene a full IEP team meeting upon evaluation completion to ensure compliance by October 30, 2025.
- **Service Delivery:** 95.4% of special education services meet delivery levels (Tiers 1-3), with the remaining 4.6% (Tiers 4-6) being updated in Welligent to reflect accurate delivery. A plan to make up outstanding service minutes for Tiers 4-6 students will be documented in IEPs by October 30, 2025, ensuring timely provision of services.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced by:

- The school's Chronic Absenteeism (23.9%) remains higher than the state average (18.6%).



- The school’s percentage of students suspended at least one day (5.2%) is higher than the state (3.2%).
- The school has an increase and high suspension event rates from 6.53% in 2022-2023 to 10.32% in 2024-2025.
- School leadership emphasized ongoing improvement in school culture, prioritizing student social-emotional needs, behavior management, and engagement.
- Teacher Support & Professional Development: Broadened staff participation in MTSS and PBIS strategies, with weekly 30-minute professional development sessions to strengthen implementation and engagement.
- New Community Partnerships: Established collaborations with organizations such as MLC, Luminarias, Aviva, Boys & Girls Club, and GEAR UP to offer counseling, mentoring, and enrichment programs.
- Expanded Check-In/Check-Out (CICO) Program: Enhanced student support through daily mentor check-ins, resulting in greater student success and recognition.

Corrective Action Required

None

Notes:

None

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

Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school’s operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <p>The presence of two adults (teacher and aide) in some classrooms supported minimal interruptions and consistent procedures (Special Populations). Teachers circulated to check understanding, and exit tickets were used to assess student progress (Pedagogy).</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School:</p> <p><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input type="checkbox"/> UC Doorways course approval</p> <p><input type="checkbox"/> Graduation Requirement/Policy</p> <p><input type="checkbox"/> Math Placement Assessment Policy (9th grade only)</p> <p><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input type="checkbox"/> College acceptance and enrollment rates</p>



O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



O3: SPECIAL EDUCATION

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

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> Align with 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, 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 groups Minimize chronic absenteeism for all students and student groups Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4 	
Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

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

- 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
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O6: CLEARANCES AND CREDENTIALING COMPLIANCE

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	



Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes:
None



Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes: None		



8054 Bert Corona Charter	2020-2021					2021-2022					2022-2023				
	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
Cash and Cash Equivalents	0	735,434	525,861	1,729,523	1,729,523	2,993,759	2,864,234	2,555,367	2,555,368	2,555,368	2,663,979	2,660,163	3,280,772	3,284,436	
Accounts Receivable	0	2,288,714	2,611,339	2,214,185	2,216,437	1,178,968	1,080,069	2,437,218	2,636,715	2,636,715	867,116	1,559,158	1,798,923	1,806,416	
Other Current Assets	0	324,037	304,037	74,734	69,993	134,158	134,209	53,246	44,834	44,834	68,353	8,375	161,726	55,333	
Total Current Assets	0	3,348,185	3,441,237	4,018,442	4,015,953	4,306,885	4,078,512	5,045,831	5,236,917	5,236,917	3,599,449	4,227,696	5,241,421	5,146,185	
Fixed and Other Assets	0	230,848	306,056	304,398	305,248	203,257	203,301	250,630	251,530	251,530	240,073	239,860	2,535,076	2,660,448	
Total Assets	0	3,579,033	3,747,293	4,322,840	4,321,201	4,510,142	4,281,813	5,296,461	5,488,447	5,488,447	3,839,522	4,467,556	7,776,497	7,806,633	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	0	585,599	838,129	1,434,628	1,526,564	1,447,590	1,339,436	2,233,214	2,245,984	2,245,984	475,757	988,107	2,386,432	2,513,481	
Other Long Term Liabilities	0	19,849	19,849	32,455	0	32,455	32,455	12,769	0	0	12,769	12,769	2,074,468	1,973,895	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	0	605,448	857,978	1,467,083	1,526,564	1,480,045	1,371,891	2,245,983	2,245,984	2,245,984	488,526	1,000,876	4,460,901	4,487,376	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	0	2,973,585	2,889,315	2,855,757	2,794,637	3,030,097	2,909,922	3,050,478	3,242,463	3,242,463	3,350,996	3,466,680	3,315,596	3,319,257	
Total Revenues	6,765,353	7,527,771	7,458,870	6,763,426	6,763,428	7,338,972	8,017,633	7,932,709	7,347,080	7,539,063	6,777,167	6,997,923	7,110,876	7,145,386	
Total Expenditures	6,743,238	7,343,411	7,358,780	6,696,894	6,758,016	7,289,735	7,782,171	7,817,422	7,091,237	7,091,237	6,671,235	6,889,387	6,886,659	7,068,594	
Net Income / (Loss)	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826	105,932	108,536	224,217	73,134	
Operating Transfers In (Out) and Sources / Uses	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	
Inc / (Dec) in Net Assets	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826	105,932	108,536	224,217	73,134	
Net Assets, Beginning	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225	2,889,315	2,855,757	2,855,757	2,794,637	2,794,637	2,909,922	3,050,478	3,050,478	3,242,463	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	28,945	(61,122)	(61,122)	0	0	224,851	191,985	191,985	0	
Net Assets, Beginning, Adjusted	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225	2,918,260	2,794,635	2,794,635	2,794,635	2,794,637	3,134,773	3,242,461	3,242,463	3,242,463	
Net Assets, End	3,172,133	2,973,585	2,889,315	2,855,757	2,794,637	2,967,497	3,030,097	2,909,922	3,050,478	3,242,463	3,240,705	3,350,996	3,466,680	3,315,596	
Unrestricted Net Assets		2,742,737	2,583,259	2,855,757	2,794,637		2,943,587	2,846,501	2,942,539	3,134,524		2,963,515	3,382,152	3,134,161	
Restricted Net Assets		230,848	306,056	0	0		86,510	63,421	107,939	107,939		387,481	84,528	181,435	

8054 Bert Corona Charter	Audited Financials					2023-2024					2024-2025				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,729,523	2,555,368	3,284,436	3,056,729	0	2,758,925	2,709,098	3,056,729	3,056,729	3,056,729	3,538,958	3,674,239	0	0	
Accounts Receivable	2,216,437	2,636,715	1,806,416	2,408,699	0	1,169,662	1,297,420	1,654,812	2,408,699	2,408,699	913,021	938,416	0	0	
Other Current Assets	69,993	44,834	55,333	58,526	0	170,985	170,985	160,696	58,526	58,526	168,811	168,811	0	0	
Total Current Assets	4,015,953	5,236,917	5,146,185	5,523,954	0	4,099,572	4,177,503	4,872,237	5,523,954	5,523,954	4,620,790	4,781,466	0	0	
Fixed and Other Assets	305,248	251,530	2,660,448	2,698,237	0	2,443,361	2,435,605	2,598,663	2,698,237	2,698,237	2,385,102	2,385,102	0	0	
Total Assets	4,321,201	5,488,447	7,806,633	8,222,191	0	6,542,933	6,613,108	7,470,900	8,222,191	8,222,191	7,005,891	7,166,568	0	0	
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Current Liabilities	1,526,564	2,245,984	2,513,481	1,887,854	0	1,168,277	1,294,643	1,773,785	1,887,854	1,887,854	1,056,887	769,082	0	0	
Other Long Term Liabilities	0	0	1,973,895	1,882,095	0	2,042,431	1,999,082	1,996,225	1,882,095	1,882,095	1,905,312	1,905,312	0	0	
Unfunded OPEB Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Liabilities	1,526,564	2,245,984	4,487,376	3,769,949	0	3,210,708	3,293,725	3,770,010	3,769,949	3,769,949	2,962,199	2,674,394	0	0	
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net Assets	2,794,637	3,242,463	3,319,257	4,452,242	0	3,332,224	3,319,382	3,700,890	4,452,242	4,452,242	4,043,692	4,492,174	0	0	
Total Revenues	6,763,428	7,539,063	7,145,388	8,613,613	0	7,791,881	7,909,130	7,881,206	7,862,323	8,613,613	7,324,439	7,993,122	7,780,865	0	
Total Expenditures	6,758,016	7,091,237	7,068,594	7,480,628	0	7,666,733	7,892,502	7,881,081	7,480,690	7,480,628	7,296,588	7,650,320	7,740,934	0	
Net Income / (Loss)	5,412	447,826	76,794	1,132,985	0	125,148	16,628	125	381,633	1,132,985	27,852	342,802	39,932	0	
Operating Transfers In (Out) and Sources / Uses	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	
Inc / (Dec) in Net Assets	5,412	447,826	76,794	1,132,985	0	125,148	16,628	125	381,633	1,132,985	27,852	342,802	39,932	0	
Net Assets, Beginning	2,789,225	2,794,637	3,242,463	3,319,257	0	3,466,680	3,315,596	3,315,596	3,319,257	3,319,257	3,319,382	3,700,890	3,700,890	0	
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	209,259	3,661	3,661	0	0	4,903	751,352	0	0	
Net Assets, Beginning, Adjusted	2,789,225	2,794,637	3,242,463	3,319,257	0	3,675,939	3,315,596	3,319,257	3,319,257	3,319,257	3,324,286	3,700,890	4,452,242	0	
Net Assets, End	2,794,637	3,242,463	3,319,257	4,452,242	0	3,801,086	3,332,224	3,319,382	3,700,890	4,452,242	3,352,137	4,043,692	4,492,174	0	
Unrestricted Net Assets	2,794,637	3,134,524	3,137,822	4,255,299	0		3,103,911	3,104,519	3,503,947	4,255,299		3,819,732	4,263,502	0	
Restricted Net Assets	0	107,939	181,435	196,943	0		228,314	214,864	196,943	196,943		223,960	228,672	0	



FISCAL OPERATIONS

RATING

Summary of School Performance

3, Proficient

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Bert Corona Charter	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$2,794,637	\$3,242,463	\$3,319,257	\$4,452,242	\$4,492,174
Net Income / (Loss)	\$5,412	\$447,826	\$76,794	\$1,132,985*	\$39,932
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,729,523	\$2,555,368	\$3,284,436	\$3,056,729	\$3,674,239
Unrestricted Net Assets	\$2,794,637	\$3,134,524	\$3,137,822	\$4,255,299	\$4,263,502
Norm Enrollment Reported by the School	348	341	340	348	346
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	41.35%	44.20%	44.39%	56.88%	55.08%



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	25.59%	36.04%	46.47%	40.86%	47.47%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	263.07%	233.17%	204.74%	292.60%	621.71%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	35.33%	40.92%	57.48%	45.85%	37.32%

* The significant net income reported for FY 2023-24 is primarily due to revenues from the Employee Retention Credit (ERC).

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.'s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$28,147,018	\$2,109,247	\$0	\$0

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS' Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).



Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

Bert Corona Charter’s Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
5	11	16	13	8	9
6	104	103	107	118	110
7	119	105	111	113	121
8	114	117	109	109	106
Total Enrollment	348	341	340	348	346
Increase/(Decrease) in Enrollment from Prior Year	N/A	(7)	(1)	8	(2)
Enrollment Growth/(Decrease) (%)	N/A	(2.0%)	(0.3%)	2.4%	(0.6%)

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated decrease in student enrollment count	(2)
Accumulated decrease in student enrollment percentage	(0.06%)
Current Board-approved enrollment capacity in the school’s operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school’s operative charter	500
2024-2025 Norm Enrollment	346
Below approved enrollment capacity count	(154)
Below approved enrollment capacity percentage	(30.8%)



As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024, and projected a balanced budget for 2024-2025 Second Interim. According to YPICS leadership, several factors, such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns, negatively impact its schools' enrollment. To improve school enrollment, it plans to re-engage main feeder schools and make presentations to parents and students; increase web presence; update school websites to support outreach and improved communication; and install street banners on major roadways around the campus. The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive, and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions across these YPICS charter schools, to assess the organization's overall compliance with *YPICS Fiscal Policies and Procedures (FPP)*, approved 8/13/2024, applicable legal, District, and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to YPICS and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific YPICS school named above, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each YPICS charter school.

1. Type of Observation: Erroneous/Accidental Personal Charges Using School Credit Cards

- **Source(s) of Document Reviewed: Credit Card Statements**
- **Description of Observation:** The CSD observed erroneous or accidental use of school credit cards for non-school related purchases by YPICS' Chief Operating Officer and Bert Corona High's (BCHS) Director of Operations. Please see the summary in the table below.

Item #	Account #	Transaction Date	Vendor	Transaction Amount	Comments
1	0005	8/30/2024	McDonalds Lost Hills	\$36.88	Per YPICS, this was an erroneous/accidental charge.
2	0005	11/8/2024	Paddle.net	\$29.00	Per YPICS, this was an erroneous/accidental charge.



3	0194	10/2/2024	SP Richie Pets	\$377.97	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
4	0194	10/2/2024	SP Richie Pets	\$394.14	Per YPICS, this charge was disputed with the bank, but eventually determined to be an erroneous charge.
			Total:	\$837.99	

- **Charter Operator’s Fiscal Policies and Procedures:** Page 11 (Credit Cards) of YPICS’ FPP, approved 8/13/2024, states: “Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditure.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator/Assistant Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- **No personal charges are permitted.**” (Emphasis added.)

- **Charter Operator’s Response:** In response to CSD’s observation noted above, both credit cardholders issued personal checks totaling \$837.99 to reimburse the school to pay for these erroneous and/or accidental purchases. YPICS leadership stated that although the purchases were due to human error, these were not intentional. Additionally, the staff that had SP Richie Pets credit card charges initially identified the purchase as fraudulent. After working with the bank, the employee and staff identified these purchases as erroneous charges. YPICS also stated that its Accounts Payable Team will conduct regular and thorough monitoring and auditing of credit card transactions, along with ongoing annual training and review of credit card usage and procedures for all its cardholders.

- **CSD’s Recommendations/Comments:** The CSD expects YPICS leadership and staff to strictly adhere to its board-approved fiscal policies and procedures when using school credit cards. Additionally, they should strengthen its internal controls to consistently monitor all expenditures to prevent errors and fraud, and to ensure any issues are promptly identified and corrected.



The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight and may take additional appropriate oversight actions. The results may be factored into the school’s rating for next year.

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

1. Type of Observation: Lack of Clear Associated Student Body (ASB) Policies

- **Source(s) of Document Reviewed: Charter Operator's Fiscal Policies, and Procedure.**
- **Description of Observation:** The CSD noted that two of the three YPICS charter schools, namely Bert Corona Charter and Monseñor Oscar Romero Charter Middle, have ASB accounts. When the CSD requested for a copy of YPICS’ ASB policies, YPICS’ Home Office stated that these accounts follow the current YPICS’ FPP. However, the CSD observed no mention of the ASB in the YPICS’ FPP. This similar observation was documented in the school’s FY 2023-2024 Annual Performance-Based Oversight Visit Report.
- **Charter Operator’s Response:** In response to the CSD’s observation noted above during this year’s oversight, on 4/29/2025, the school’s FPP was revised and board-approved to reflect the inclusion of its ASB fiscal operations. Under the Local Fundraising section, it states that:
 - “The Associated Student Body (ASB) will adhere to YPICS’ fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
 - YPICS will follow sound fiscal management policies adopted by the Board as it pertains to fundraising income. All cash received is recorded.
 - For each fundraising event or other event in which cash or checks will be collected the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event.”
- **CSD’s Comments:** The absence of clear, written policies, procedures, and proper documentation required for the organization’s ASB to appropriately define and set internal controls in its fundraising, cash handling activities, etc., may create uncertainties among charter school students, employees, the authorizer, and any other stakeholders and raises questions as to whether these ASB activities and related expenditures are reasonable and appropriate for its intended school-related purposes. During the 2024-2025 oversight, the CSD reiterated its recommendation that the school formalize and establish its written policies and procedures pertaining to this area, which the school has attempted to address. The CSD acknowledges the clarifying language in the school’s revised FPP, as stated above, and will continue to evaluate the FPP updates and monitor the school's adherence to its FPP through oversight.

The Charter Schools Division will review the school’s actions referenced in the “Other Observations” section of this report by or during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:



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

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

N/A



Notes:

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
2.	The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review was conducted in-person at:	Bert Corona Charter
		No discrepancies were noted
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	



5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security benefits
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 1/2024 to 12/2024
			Reviewed 29 checks for sample testing
			No discrepancies were noted
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed 28 credit card transactions for sample testing
			The CSD's observations were noted in the ANI section above.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2024 to 12/2024
			Reviewed six (6) electronic credit/debit transactions for sample testing
			No discrepancies were noted
22.	Student Body Financial Records (6 months)		Period spanning from 7/2024 to 12/2024



		Yes	Reviewed student body bank statements The CSD's observations were noted in the OO section above.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	YPICS disclosed having an open Line of Credit for \$500,000 with Banc of California with zero balance as of April 2025.
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit (ERC)	Yes	2023-2024 YPICS independent audit reports disclosed that it applied and received ERC for \$1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of legal issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
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<u>REQUIRED CRITERIA</u>	
<ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
3 (Proficient)**

*To receive a rating of **3 (Proficient)**, an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



**Existing School
2 (Developing)**

An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



**Existing School
1 (Unsatisfactory)**

An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

**New School
2 (Developing)**

A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, 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;
3. If enrollment is significantly below the enrollment per the school’s *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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

*New School
1 (Unsatisfactory)*

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

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 (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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