



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2016-2017 SCHOOL YEAR**

### **FOR**

**BERT CORONA CHARTER SCHOOL – 8054**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities 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.



<b>Charter School Name:</b>		<b>Bert Corona Charter School</b>			<b>Location Code:</b>	<b>8054</b>
<b>Current Address:</b>			<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>
9400 Remick Avenue			Pacoima, CA	91331	818 834-5805	
<b>Current Term of Charter:</b>				<b>LAUSD Board District:</b>	<b>LAUSD District:</b>	
July 1, 2014 to June 30, 2019				6	NE	
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>
363		375		5-8		5-8
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>Classified:</b>			
42		16	26			
<b>Charter School's Leadership Team Members:</b>		Diana Gamez, Director of Operations Ryan Bradford, Coordinator of Instruction Kirk Takeyama, Coordinator of School Culture and Climate Kevin Myers, Director of Academic Achievement Ruben Duenas, Chief Operations Officer Yvette King-Berg, Executive Director				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Special Education Director				
<b>CSD Assigned Administrator:</b>		Dr. Blanca A. Castillo-Alves		<b>CSD Fiscal Services Manager:</b>		Ruby Chang, FSM/Emmaliza Baquir, FOA
<b>Other School/CSD Team Members:</b>		Monique Galvez, Administrator				
<b>Oversight Visit Date:</b>		April 20, 2017		<b>Fiscal Review Date (if different):</b>		N/A
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		No		<b>LAUSD Co-Location Campus (if applicable):</b>		

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> <li>• (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter which included a CEO Support Feedback Process, in addition to the formal end-of year evaluation which were based upon measurable goals. In addition the binder included specific evaluation for CEO, Director of Instruction, and the Director of School Culture and Climate.</li> <li>• (G2) The Governing Board complies with most material provisions of the Brown Act. Evidence from Binder 1 included Board Meeting dates occurring regularly. Agenda’s provided evidence of: open meetings with language pertaining to opportunities for public participation, public access, Reasonable Accommodations, and location for the meeting.</li> <li>• (G5) The Governing Board regularly monitors school performance and other internal data as evidenced through Binder 1, which included last year’s BOY MAP’s Board Data Report, which captures student performance CAASPP data in ELA and Math with a breakdown by grade and an inclusion of performance bands.</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<ul style="list-style-type: none"> <li>• (G2) CSD noted that as indicated during the 2015-16 Annual Oversight, the school continues to need to improve its updating of Governing board Meeting notification in a timely fashion. CSD recommends that the Board of Director’s Meeting Calendar includes a date to indicate the most updated version as the Board has changed dates and locations of their meetings mid-year on several occasions, this recommendation is mainly to ensure the public is accurately informed of board meetings.</li> </ul>	
<u>Corrective Action Required</u>	
Notes:	
<p><b><i>*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></b></p>	



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities)</li> <li>committees/councils, including but not limited to those mandated by laws or regulations</li> <li>evaluation of school's executive level leadership</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1: 9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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



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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The Governing Board has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input checked="" type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

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

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

	Rubric	Sources of Evidence





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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• (A5) The school reclassifies English Learners at a rate higher than the District average, whereas Bert Corona Charter reclassification rate for 2015-16 was 18.8% compared to district reclassification rate at 12.1%.</li> <li>• (A6) The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <ul style="list-style-type: none"> <li>○ The Internal Assessment Data in English yielded the following results:  For 5<sup>th</sup> grade, students grew an average of 8.75 RIT points, 2.65 points more than the national expected growth of 6.1 RIT points.  Our 6<sup>th</sup> grade students grew an average of 6.65 RIT points, 1.85 points more than the national expected growth of 4.8 RIT points.  Our 7<sup>th</sup> grade students grew an average of 8.02 RIT points, 4.32 points more than the national expected growth of 3.7 RIT points.  Our 8<sup>th</sup> grade students grew an average of 7.11 RIT points, 4.31 points more than the national expected growth of 2.8 RIT points.</li> <li>○ Mathematics Internal Data yielded the following results:  Our 5<sup>th</sup> grade students grew an average of 9.2 RIT points, .7 points less than the national expected growth of 9.9 RIT points.  Our 6<sup>th</sup> grade students grew an average of 10.5 RIT points, 2.35 points more than the national expected growth of 7.7 RIT points.  Our 7<sup>th</sup> grade students grew an average of 5.64 RIT points, .36 points less than the national expected growth of 6 RIT points.  Our 8<sup>th</sup> grade students grew an average of 5.25 RIT points, .65 points more than the national expected growth of 4.6 RIT points.</li> </ul> </li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• (A1) The percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade ELA is at a rate lower than the District average for the majority of the subgroups <ul style="list-style-type: none"> <li>○ 25% of Latino students Met or Exceeded Standards as compared to the District performance of 33%.</li> <li>○ 3% of EL students that Met or Exceeded Standards as compared to the District performance of 4%.</li> <li>○ 27% of Socio-economically disadvantaged students that Met or Exceeded Standards as compared to the District performance of 33%.</li> <li>○ 7% of Students with Disabilities that Met or Exceeded Standards as compared to the District performance of 8%.</li> </ul> </li> <li>• (A2) The percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade Math is at a rate lower than the District average for the majority of the subgroups <ul style="list-style-type: none"> <li>○ 17% of Latino students Met or Exceeded Standards as compared to the District performance of 23%.</li> <li>○ 1% of EL students that Met or Exceeded Standards as compared to the District performance of 5%.</li> <li>○ 16% of Socio-economically disadvantaged students that Met or Exceeded Standards as compared to the District performance of 23%.</li> </ul> </li> </ul>	



- 4% of Students with Disabilities that Met or Exceeded Standards as compared to the District performance of 6%.
- (A3/A4) The schoolwide percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade on the SBAC in ELA and Mathematics is at a rate lower than the District average, whereas:
  - 27% of students Met or Exceeded Standards in ELA as compared to the District performance of 39%.
  - 16% of students Met or Exceeded Standards in Mathematics as compared to the District performance of 29%.

Corrective Action Required

***\*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.***



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

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



<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
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**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

- (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)

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

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

- English Learner reclassification rate for 2015-2016 (CDE)

	Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

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

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

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

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b> <input type="checkbox"/> Other: (Specify)

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

**BENCHMARK:**  
 Instructional – Written analysis of growth of EL. Include proficiency rates based on reclassification, standardized testing and internal benchmark assessments.

**The response from the charter on the 2014-2019 Benchmark by the LAUSD Board:**

**Reclassification Rates and Proficiency on CELDT:**

- Bert Corona Charter reclassification rate for 2015-16 was 18.8% compared to district reclassification rate at 12.1%.
- 2015-16 CELDT compared to the 2016-17 CELDT, the leadership shared, we are progressing as a school: the school has fewer students scoring a 1, 2 and 3, and more students scoring at level 4.
  - AMAO 1/NOT MET: 55% of students showed adequate Progress on the CELDT exam.

Plans:

- Implementation of standards-based grading and blended learning. Standards-based grading practices (like pre-testing, use of rubrics, and conferences with students) help teachers to identify individual student needs, and blended learning allows teachers to shrink the classroom so they can meet those identified needs.
- Use of our adaptive programs like Achieve3000 and ALEKS allow our students to work at an independent pace, meeting their needs from a different approach.
- We have also provided more training on the needs of EL students at each level of language development so our teachers can understand and better support specific student needs.



- AMAO 2/MET: (46% met) and fell just short for our LTELs (45% met).

Plans:

- Continued use of our strategies in standards-based grading and blended learning will significantly improve growth for our LTELs and will help us meet our goals in the next school year.

**Standardized Testing:**

- On the 2015-16 administration of the CAASPP test only one of our 70 EL students scored “met the standards” on the Math test and two of our 70 EL students met the standards on the ELA test.

Plans:

- We implemented a new math program Power Teaching Math. Created by the Success for All foundation, we knew that we would see promising growth over time with this program, just as we have with their reading program which we have been using for 11 years.
- Adjusted our teacher support plan, making sure that teachers had scheduled time several times per month to meet with an academic lead on the campus.
- Continue to train and support our team in strategies we know work with our students: project based learning, service learning integration, differentiated instruction, technology integration, and collaborative learning.
- Implementing action research on standards based grading and digging back into the standards to ensure that we were pushing our students to the depth of thinking and learning required by the new standards. We fully expect to see these efforts pay off over a 2-3 year span, but we do see many areas of success already.





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>3</b>
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> <li>(O3) The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. Evidence in some classrooms of Blended learning, Achieve3000 and Aleks to support and differentiate amongst the various learning needs of all students. Teachers are trained on how to differentiate and adjust instruction through the immediate data stemming from the adaptive learning tools they use.</li> <li>(O4) The school has fully implemented the key features of the educational program described in the charter. Based on the interview with leadership, the administration holds weekly meetings to discuss Resource Program and Special Education Department. The school has also provided, through PD, strategies to support Students with Disabilities in and out of the classrooms.</li> <li>(O6) The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school's 2015-2016 Suspension event rate increased from 2014-2015 at 0.8% to 2.4% in 2015-2016. The school is using a tool/system called SWIS for monitoring different types of referrals to address trends in the data and provide supports when needed (this began last year). CSD recommends the school continues to develop Positive Behavior Intervention and Support systems and train incoming staff in ways to support each other and connect with kids through their advisory.</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<ul style="list-style-type: none"> <li>(O2/O7) The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery and progress towards mastery of the CCSS. Evidence found in Binder 3 included: Unit Plan Templates, Rubric aligned to standards based instruction and Unit Planning Instructions. The charter is also implementing a new math program: Power Teaching, created by Success for All foundation to help support students in the area of mathematics.</li> </ul> <p>Also, the leadership will continue to drive a focus with standards based grading, PBIS, blended learning, and creating a data driven culture. Although there was evidence of data driven pieces in the classroom and as discussed during the leadership discussion and through student interviews. CSD encourages the leadership team to continue to articulate and define with students the purpose of data walls and data instruction, in alignment to motivating students to self-reflect and assess their own progress and growth.</p>	



Corrective Action Required

Notes:

(O7) The leadership team has spent the majority of the first semester providing professional development to expose teachers to key instructional practices at YPICS. In addition PD and observations in the classroom highlighted best practices, which included: standards based grading, unit and lesson planning, setting up a positive classroom environment, analyzing and sharing student data, working with EL learners, working with students with Special Needs and implement the school's key instructional programs. CSD commends the charter for continuing to build structures and routines to help teachers share best practices through presentations of artifacts, sharing positive and constructive feedback, and support from its central office geared at improving instructional practices.

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



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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located</li> <li>• the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency</li> <li>• school provides for student immunization and health screening per applicable law and terms of the charter</li> <li>• school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen</li> <li>• school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432</li> <li>• school staff receives annual training on the handling of bloodborne pathogens</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b></li> <li><input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b></li> <li><input type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”) (B3A)</i></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>obtained WASC accreditation (<a href="#">high schools only</a>)</li> <li>implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<a href="#">high schools only</a>)</li> <li>received UC/CSU approval of courses (<a href="#">high schools only</a>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program ( <b>B3: 3.1</b> ) <input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3: 3.3</b> ) <input type="checkbox"/> WASC documentation ( <b>B3: 3.4</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3: 3.5</b> ) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3: 3.6</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE</li> <li>disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>has appointed a designee to assist and support foster youth</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b> <input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b> <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> <li>• provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• maintains timely and accurate records in Welligent</li> </ul>
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Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b> <input type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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



<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

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

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

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Parent-Student Handbook ( <b>B1: 10 or B3: 1</b> ) <input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of stakeholder consultation ( <b>B3: 4.3</b> ) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement ( <b>B3: 4.3</b> )





<b>Performance</b>	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.4)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



8054	2013-14					2014-15					2015-16				
	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
<b>Bert Corona Charter</b>															
Cash and Cash Equivalents		571,999	418,215	853,618	853,618		822,890	839,010	1,210,055	1,210,056		1,241,969	1,340,929	1,366,956	1,366,955
Current Assets		1,217,027	1,300,350	1,436,958	1,436,957		1,371,296	1,366,260	1,936,064	2,119,810		2,024,131	2,231,196	2,229,114	2,229,114
Fixed Assets		647,045	619,640	702,470	702,471		647,366	638,644	652,689	652,690		730,652	607,586	734,336	734,336
<b>Total Assets</b>		1,864,072	1,919,990	2,139,427	2,139,428		2,018,662	2,004,904	2,588,753	2,772,500		2,754,783	2,838,782	2,963,450	2,963,450
Deferred Outflow															
Current Liabilities		121,408	127,864	243,439	257,488		117,385	73,451	415,428	624,125		114,316	137,303	215,720	231,879
Long Term Liabilities		10,190	23,703	32,642	18,593		21,464	21,464	24,948	0		18,548	18,548	16,159	0
<b>Total Liabilities</b>		131,598	151,567	276,081	276,081		138,849	94,915	440,376	624,125		132,864	155,851	231,879	231,879
Deferred Inflow															
<b>Net Assets</b>		1,732,474	1,768,423	1,863,347	1,863,347		1,879,813	1,909,989	2,148,377	2,148,375		2,621,919	2,682,931	2,731,571	2,731,571
Total Revenues	3,926,011	3,970,383	3,990,978	4,094,880	4,094,881	4,060,025	4,180,548	4,245,613	4,829,326	5,013,072	6,334,274	6,931,060	6,952,641	7,818,510	7,818,510
Total Expenditures	3,869,273	3,778,658	3,763,308	3,772,286	3,772,287	3,914,896	4,164,082	4,198,971	4,544,296	4,728,044	6,293,262	6,457,515	6,418,085	7,235,313	7,235,314
<b>Net Income / (Loss)</b>	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028	41,012	473,545	534,556	583,197	583,196
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028	41,012	473,545	534,556	583,197	583,196
Net Assets, Beginning	0	1,540,750	1,540,751	1,540,751	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347	1,909,989	2,148,377	2,148,377	2,148,377	2,148,375
Adj. for restatement / Prior Yr Adj	0	0	2	2	0	0	0	0	0	0	46,161	(3)	(2)	(3)	0
<b>Net Assets, Beginning, Adjusted</b>	0	1,540,750	1,540,753	1,540,753	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347	1,956,150	2,148,374	2,148,375	2,148,374	2,148,375
<b>Net Assets, End</b>	56,738	1,732,474	1,768,423	1,863,347	1,863,347	1,913,552	1,879,813	1,909,989	2,148,377	2,148,375	1,997,162	2,621,919	2,682,931	2,731,571	2,731,571

8054	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Bert Corona Charter</b>										
Cash and Cash Equivalents	263,098	853,618	1,210,056	1,366,955	0		1,735,434	0	0	0
Current Assets	1,207,847	1,436,957	2,119,810	2,229,114	0		2,340,594	0	0	0
Fixed Assets	671,378	702,471	652,690	734,336	0		805,518	0	0	0
<b>Total Assets</b>	1,879,225	2,139,428	2,772,500	2,963,450	0		3,146,112	0	0	0
Current Liabilities	338,472	257,488	624,125	231,879	0		241,972	0	0	0
Long Term Liabilities	0	18,593	0	0	0		16,159	0	0	0
<b>Total Liabilities</b>	338,472	276,081	624,125	231,879	0		258,131	0	0	0
<b>Net Assets</b>	1,540,753	1,863,347	2,148,375	2,731,571	0		2,887,981	0	0	0
Total Revenues	4,652,921	4,094,881	5,013,072	7,818,510	0	7,184,731	7,880,732	0	0	0
Total Expenditures	4,467,867	3,772,287	4,728,044	7,235,314	0	6,992,654	7,724,322	0	0	0
<b>Net Income / (Loss)</b>	185,054	322,594	285,028	583,196	0	192,077	156,411	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	185,054	322,594	285,028	583,196	0	192,077	156,411	0	0	0
Net Assets, Beginning	1,355,699	1,540,753	1,863,347	2,148,375	0	2,682,931	2,731,571	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,355,699	1,540,753	1,863,347	2,148,375	0	2,682,931	2,731,571	0	0	0
<b>Net Assets, End</b>	1,540,753	1,863,347	2,148,375	2,731,571	0	2,875,008	2,887,981	0	0	0



FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter’s fiscal condition is strong and has been upward trending since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school had positive net assets of \$2,731,571 and net income of \$583,196. The 2016-2017 1<sup>st</sup> interim projects positive net assets of \$ 2,887,981 and net income of \$156,411.</p> <p>According to the 2015-2016 independent audit report, Bert Corona Charter’s is one of three schools operated by YPI Charter Schools, Inc, the Charter Management Organization (CMO). The CMO has three schools that are authorized by the Los Angeles Unified School District (LAUSD). The CMO does not hold either assets or liabilities. The purposes of the CMO is to provide administrative services to the charter schools; it does not generate income. The operation expenditures incurred by the CMO, due to providing services to the charter, are distributed proportionally among three charter schools based on the ADA generated. The charter schools does not pay a separate monthly/annual management fee to the CMO.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <ol style="list-style-type: none"> <li>The school’s fiscal condition is strong.</li> </ol>	3																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (1<sup>st</sup> Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: right;">\$ 1,540,753</td> <td style="text-align: right;">\$ 1,863,347</td> <td style="text-align: right;">\$ 2,148,375</td> <td style="text-align: right;">\$ 2,731,571</td> <td style="text-align: right;">\$ 2,887,981</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: right;">\$ 185,054</td> <td style="text-align: right;">\$ 322,594</td> <td style="text-align: right;">\$ 285,028</td> <td style="text-align: right;">\$ 583,196</td> <td style="text-align: right;">\$ 156,411</td> </tr> <tr> <td>Transfers In/Out</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table>		2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)	Net Assets	\$ 1,540,753	\$ 1,863,347	\$ 2,148,375	\$ 2,731,571	\$ 2,887,981	Net Income/Loss	\$ 185,054	\$ 322,594	\$ 285,028	\$ 583,196	\$ 156,411	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)																										
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Transfers In/Out	\$0	\$0	\$0	\$0	\$0																										
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



Areas Noted for Further Growth and/or Improvement:

- It is noted that the school incurred late fees for a total amount of \$502.54. The late fees incurred are as follows:

Vendor	Invoice	Check #	Invoice Amt.	Late Fees	Amount Paid
C/O LSQ Funding Group, LLC	BERCOR-0715	302117	\$ 2,420.80	\$ 73.17	\$ 2,493.97
C/O LSQ Funding Group, LLC	BERCOR-0815	302117	\$13,246.65	\$198.70	\$13,445.35
C/O LSQ Funding Group, LLC	MONOSR-0815	302117	\$10,537.75	\$158.07	\$10,695.82
C/O LSQ Funding Group, LLC	YPICHAH-0815	302217	\$ 1,942.50	\$ 29.14	\$ 1,971.64
Neopost	77900046123521123260007	303149	Mini Payment Due \$105.00	\$ 43.46	\$ 281.54

Per school management, an Accounts Payable Assistant was hired to assist in expediting the invoice review. CSD randomly selected additional 8 checks and supporting documents. Based on the additional document reviewed, no findings are noted.

- It is noted that the school incurred over the limit fees for a total amount of \$156. The same concerns were cited in 2015-2016 CSD oversight report. The months in which these fees were incurred are as follows:
  - Credit Card 9556: July 2016 and August 2016
  - Credit Card 9744: July 2016 and August 2016

Per school management, over the limit fees were incurred because YPI Charter Schools, Inc. only has two credit cards to cover the procurements for three schools. In order to mitigate the over the limit fees issue, additional credit cards are going to be provided to the key school personnel to make purchases in their specific areas. In addition to providing additional credit cards to key personnel, the CSD recommends that the charter school develop a system to monitor the credit card spending limits in order to avoid over the limit fees.

Corrective Action Required:  
None noted.



**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit Opinion: Unqualified
  - b. Material Weakness: None Noted
  - c. Deficiency/Finding: None Noted
2. Reviewed bank statements from April 2016 to June 2016. No discrepancies noted.
3. Reviewed the following credit card statements. Please see discrepancies noted in the Areas Noted for further growth and/or improvement above.
  - a. Credit Card 9556: July 2016 and August 2016
  - b. Credit Card 9744: February, July, and August 2016
4. Reviewed the following checks and discrepancies or concerns are noted for further growth and/or improvement above.
  - a. Check numbers:
 

21568	301855	301876	301945	302068	302117	302136	302155	302171	302172
302240	302241	302247	302373	302417	302549	302652	302663	302686	302689
302752	302839	302855	302856	302877	302881	302963	303007	303149	
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$1,366,955 and total expenditures is \$7,235,314, therefore their cash reserve is 18.89%, which is above the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Monsenor Oscar Romero Charter Middle and no discrepancies noted.
7. Per Bert Corona Charter's, the school has separate student body funds. Student body funds are included in the school audit. The school does not maintain a budget or cash flow as the funds are included in the operating account. Bank statements are reconciled on a monthly basis.
8. YPI Charter Schools, Inc. did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
14. Bert Corona Charter's is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are posted on the charter school's website.
18. CSD recommends, for clarification purposes, that the CMO Governing Board specify each school on the minutes when voting on items that addresses specific schools. As evidenced on Agenda dated June 29, 2016, whereas motion to approve: LCAP, Calendar, and EPS Spending Plan was casted as a motion to approve without school specific vote.



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

**Fiscal Operations Rubrics**

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

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

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



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>	<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>
<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>





<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u><b>Existing Schools (based on the most current audit):</b></u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u><b>REQUIRED CRITERIA</b></u></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u><b>Existing Schools (based on the most current audit):</b></u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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

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

**SUPPLEMENTAL CRITERIA**

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

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

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



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