



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*** FOR

**Academic Performance Excellence Academy (APEX) 8690**

Name and Location Code of Charter School

### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

### CSD Mission

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

### CSD Core Values

We believe that our success depends on:

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

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

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



<b>Charter School Name:</b>		Academic Performance Excellence Academy			<b>Location Code:</b>	8690
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
1309 N. Wilton Place 3 <sup>rd</sup> Floor		Los Angeles	90028	323-817-6550	323-817-6555	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2017 to June 30, 2022			4	West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		Below by 104		
346	450					
<b>Grades Currently Served</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		Below by 23.2%		
7-12	7-12					
<b>Norm Enrollment Number:</b>		350				
<b>Total Number of Staff Members:</b>	45	<b>Certificated:</b>	21	<b>Classified:</b>	24	
<b>Charter School's Leadership Team Members:</b>		Cesar Lopez, Director; Alfonso Paz, Director; Abdul Issa, Assistant Principal; John Kuhlmann, Assistant Principal				
<b>Charter School's Contact for Special Education:</b>		John Kuhlmann, Assistant Principal				
<b>CSD Assigned Administrator:</b>	Jose Rodriguez		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria		
<b>Other School/CSD Team Members:</b>		Rene Cardona				
<b>REMOTE Oversight Visit Date(s):</b>	4/23/2021		<b>Fiscal Review Date (if different):</b>	5/7/2021		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Prop 39		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Bernstein HS		
			<b>Date of Co-Location meeting with Operations Team:</b>	6/10/2020		

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	1	3	3



## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)**

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). Based on the binder review and interviews with school leadership, the school provided the following evidence:

- The school has implemented the organizational structure outlined in its charter
- The current roster of Board members (6), and the school’s website includes an email address to contact Board members
- Governing bylaws, adopted on February 28, 2017
- School council(s) are in place as evidenced by the following documentation:
  - ELAC meeting agendas (11/19/20, 12/17/20 and 3/25/21)
  - Agenda items included the following:
    - Legal requirements for ELAC
      - Needs assessment
      - Language census
      - Parents awareness of the importance of regular school attendance
      - Training
      - Elections
    - Updates on School Reopening Status
    - Overview of 2019 ELPAC and Reclassification rates
    - Overview of 2020-21 LCAP
  - SSC Meeting Agendas (11/19/20, 2/11/20 and 4/15/21)
  - Agenda items included the following:
    - Election of Chair, Vice-Chair, Secretary
    - Parent Involvement
    - Status of reopening
    - Update on 2020-21 Enrollment
    - Attendance and re-engagement



- The school utilizes the California Professional Standards for Educational Administrators (CPSSEs) Rubric of Professional Criteria to evaluate charter school leaders.

The framework includes the following criteria:

- Plan and Implement Activities Around the Vision
- Allocate Resources to Support the Vision
- Develop, School Culture and Ensure Equity
- Guide the Instructional Program
- Guide to Professional Growth of Staff
- Create and Utilize Accountability Systems
- Ensure a Safe School Environment
- Create an Infrastructure to Support an Effective Learning Environment

### **G2: BROWN ACT**

The Governing Board complies with most material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Regular Governing Board meetings occurred on the following dates: 2/25/2020, 3/24/2020, 4/21/2020, 5/19/2020, 6/16/2020, 6/25/2020 (Special), 7/21/2020, 9/1/2020, 9/8/2020 (Special), 9/22/2020, 10/29/2020, 12/8/2020, 1/26/2021, 2/23/2021, and 3/23/2021
- Governing Board meeting agendas and minutes are posted and maintained on the schools' website
- Agendas items provide enough information to understand what is being discussed during the meeting
- The most recent Brown Act Training occurred on October 29, 2020, training provide by Young, Minney & Carr

### **G3: DUE PROCESS**

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. Based on the binder review, the school provided the following evidence:

- A Parent/Student Handbook which delineates grievance procedures for Parents, Students and Stakeholders
- Human resource policies delineate grievance procedures for employees
- The school Uniform Complaint Procedures (UCP) is included in the Parent/Student Handbook and posted on the school's website
- The UCP identifies the compliance officer, notifications, procedures and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

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

None

#### Corrective Action Required

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



Notes:  
None

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

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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a 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 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, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational 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"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b> <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 checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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

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

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



- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</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 checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

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

Rubric	Sources of Evidence
--------	---------------------



<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, for students, employees, parents, and the public	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</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 checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	--

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

<p><i>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:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)
--------------------	---	--

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

<p><i>The Governing Board has a system in place to ensure ongoing:</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>Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b> <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



**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 with positive net assets in the prior two independent audit reports <input checked="" type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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 (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or 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 a 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 checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul>		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <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 a 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 checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
<p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b></p>		
<p>N/A</p>		



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.</b></p>	
<p><b>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</b></p> <p>The schoolwide Dashboard ELA Indicator color is <b>orange</b> (-87.2)</p> <p>School leadership shared the following strategies to improve ELA achievement:</p> <ul style="list-style-type: none"> <li>• The school utilized its professional learning communities (PLCs) to improve and enhance curriculum, content and instruction that is tied to the Diploma Plus competencies and assessment rubrics, specifically targeting the improvement of the English Learner subgroup</li> <li>• Professional development is led by master teachers in the area of Specifically Designed Academic Instruction in English (SDAIE), increasing student engagement and active participation; in conjunction with adapting these strategies with various online platforms to mitigate the challenges brought on students through distance learning during the COVID 19 pandemic</li> <li>• Teachers use the Diploma Plus program to incorporate literacy strategies in all of their classes by (1) integrating literacy across the content areas, (2) providing intensive support for students who arrive at the school not reading at grade level, and (3) teacher training on the use of literacy tools through professional development</li> <li>• To minimize learning loss, the school focused efforts on expanding digital instructional tools to allow for activating prior knowledge and active participation (Zoom, Pear Deck) as well as tools to allow for an improved student engagement in a virtual setting (Jamboard)</li> <li>• The school created a digital binder for Students with Disabilities that is shared with all teachers. The digital binder includes all the information that teachers need to provide the appropriate services and accommodations for students. The digital binder helps teachers when lesson planning and in collaboration meetings</li> </ul> <p><b>A2: DASHBOARD SCHOOLWIDE MATH INDICATORS</b></p>	



The schoolwide Dashboard Math Indicator color is **orange** (-149.6)

School leadership shared the following strategies to improve Math achievement:

- The school utilized its PLCs to improve and enhance curriculum, content and instruction that is tied to the Diploma Plus competencies and assessment rubrics, specifically targeting the improvement of the English Learner subgroup
- The school site leadership dedicates time during weekly professional development meetings to facilitate staff-wide training to improve academic achievement for all students
- The school invested heavily in the technology that students need to access the Math curriculum including providing Chromebooks and Wi-Fi hotspots for all families and supplement digital platforms (Zoom, Pear Deck, Padlet) to enhance student engagement, and additional training on the school's diploma plus platform
- The school has created a digital binder for Students with Disabilities that is shared with all teachers. The digital binder includes all the information that teachers need to provide the appropriate services and accommodation for students. The digital binder helps teachers when lesson planning and collaboration meetings
- The school hired additional Special Education tutors to help both in and outside of the classroom
- The school hired additional English Language tutors and opened up an EL section to improve math achievement

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI)**

The schoolwide Dashboard CCI Indicator color is **orange** (15.9)

School leadership shared the following strategies to improve the CCI indicator:

- The school's counselors, teachers and support staff worked to remove obstacles that stand in the way of student submission of college applications including finances, online schooling modalities, access to internet connectivity, health concerns, and family responsibilities
- School staff takes extra steps to encourage students to submit their college applications ontime while instruction was provided online including:
  - conducting multiple online application workshop sessions over the course of the fall semester
  - creating video tutorials on navigating online college applications for students to access on demand
  - utilizing social media and email messaging to remind students about various deadlines

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR**

The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange** (15.4%)

School leadership shared the following strategies to improve Chronic Absenteeism:

- The school developed an attendance support plan for the 2020-2021 school year that incorporates re-engagement and re-integration
- The school utilizes its Multi-tiered system of support (MTSS) framework, all student attendance is tracked by grade level
- The school contacted all parents regarding student absences through the Parent Square automated messaging system
- Teacher teams (led by the grade level counselors) review attendance trends on a weekly basis through the grade level advisory class (Success Seminar)
- The school staff identify students experiencing frequent absences, and provides intervention (referral to a Student Success and Progress Team (SSPT), or School Attendance Review Team (SART) meeting) and outreach so as to ensure that any barriers that prevent regular attendance are mitigated to the extent possible

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR**

The schoolwide Dashboard Suspension Rate Indicator color is **yellow** (2.1%)

School leadership shared the following strategies to improve the school's Suspension rate:

- The school has adopted a Discipline Policy that is grounded in positive behavior interventions and away from punitive approaches that harm student achievement outcomes
- The school's three-tiered model shifts responding to events of misconduct from a reactive model, resulting in punitive consequences towards a proactive approach to discipline, one that promotes appropriate student behavior, increased learning opportunities, and restorative justice practices
- The school utilizes restorative justice practices (e.g., use of mindfulness, restorative circles, restorative conference and mediations) as an alternative to suspensions
- The school provides students a low counselor-to-student ratio (1:150)
- The school has added a school-based social worker to develop a culture of discipline that is grounded in appropriate prevention and intervention programs within a tiered system of support
- The school uses **School**-wide Positive Behavioral Interventions and Supports (SWPBIS) practices to support students, teachers and staff by providing a school-wide tiered system of structures and practices that establish a culture of learning and positive behavior, relationship building, and strategies that address the wellness and social emotional needs of the whole child, whole classroom, whole school, and whole community
- The school provides professional development opportunities for teachers, counselors, and staff through organizations such as the International Institute for Restorative Practices, the Los Angeles County Office of Education, and through the school's partnership with the District's Charter Operations Programs.

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR**

The schoolwide Dashboard Graduation Rate Indicator color is **orange** (70.9%)

School leadership shared the following strategies to improve the Graduation rate:

- Through the implementation of the school's MTSS process, a team of teachers and grade level counselors regularly analyze student performance outcomes (quarterly grades, attendance, summative assignment submission) to identify when any student may be struggling
- School counselors and the social worker offer support when students are facing socioemotional challenges that get in the way of their academic achievement
- School counselors provide students personalized academic plans to prepare them for a successful transition to postsecondary education and careers
- The school has implemented an Annual Developmental Portfolio (ADP) for all students that includes specific classroom work assessed through progressive rubrics
- Tutoring support is offered to students who need additional academic support and intervention

**A8: DASHBOARD SUBGROUP ELA**

None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -134.3 vs. -45.1, Latino -92.2 vs. -26.6, Socioeconomically Disadvantaged -87.2 vs. -30.1, and Students with Disabilities -150.5 vs. -88.1)

School leadership shared the following strategies to improve ELA achievement:

- The school utilized its PLCs to improve and enhance curriculum, content and instruction that is tied to the Diploma Plus competencies and assessment rubrics, specifically targeting the improvement of the English Learner subgroup



- Professional development is led by master teachers in the area of SDAIE, increasing student engagement and active participation; in conjunction with adapting these strategies with various online platforms to mitigate the challenges brought on students through distance learning during the COVID 19 pandemic teachers use the Diploma Plus program to incorporate literacy strategies in all of their classes by (1) integrating literacy across the content areas, (2) providing intensive support for students who arrive at the school not reading at grade level, and (3) teacher training on the use of literacy tools through professional development
- To minimize learning loss, the school focused efforts on expanding digital instructional tools to allow for activating prior knowledge and active participation (Zoom, Pear Deck) as well as tools to allow for an improved student engagement in a virtual setting (Jamboard)
- The school created a digital binder for Students with Disabilities that is shared with all teachers. The digital binder includes all the information that teachers need to provide the appropriate services and accommodations for students. The digital binder helps teachers when lesson planning and in collaboration meetings

**A9: DASHBOARD SUBGROUP MATH**

None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -182.8 vs. -68.6, Latino -154.0 vs. -62.2, Socioeconomically Disadvantaged -149.2 vs. -63.7, and Students with Disabilities -204.7 vs. -119.4)

School leadership shared the following strategies to improve Math achievement:

- The school utilized its PLCs to improve and enhance curriculum, content and instruction that is tied to the Diploma Plus competencies and assessment rubrics, specifically targeting the improvement of the English Learner subgroup
- The school site leadership dedicates time during weekly professional development meetings to facilitate staff-wide training to improve academic achievement for all students
- The school invested heavily in the technology that students need to access the Math curriculum including providing Chromebooks and Wi-Fi hotspots for all families and supplement digital platforms (Zoom, Pear Deck, Padlet) to enhance student engagement, and additional training on the school's DPNG.
- The school has created a digital binder for Students with Disabilities that is shared with all teachers. The digital binder includes all the information that teachers need to provide the appropriate services and accommodation for students. The digital binder helps teachers when lesson planning and collaboration meetings
- The school hired additional Special Education tutors to help both in and outside of the classroom
- The school hired additional English Language tutors and opened up an EL section to improve math achievement

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI)**

None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages (Latino 14.7% vs. 36.1%, Socioeconomically Disadvantaged 15.9% vs. 35.8%)

School leadership shared the following strategies to improve the CCI indicator:

- The school's counselors, teachers and support staff worked to remove obstacles that stand in the way of student submission of college applications including finances, online schooling modalities, access to internet connectivity, health concerns, and family responsibilities
- School staff takes extra steps to encourage students to submit their college applications ontime while instruction was provided online including:
  - conducting multiple online application workshop sessions over the course of the fall semester



- creating video tutorials on navigating online college applications for students to access on demand
- utilizing social media and email messaging to remind students about various deadlines

**A11: ENGLISH LEARNER RECLASSIFICATION**

The school reclassifies English Learners at a rate lower than the state average (8.4% vs. 13.8%)

School leadership shared the following strategies to improve the school’s English Learner (EL)reclassification rate:

- The schools EL team utilizes teacher feedback, observations, and inferences from student performance data to create an action plan that recommends support strategies
- The school uses the Diploma Plus program language competency-based curriculum to implement English competencies and rubrics in every assignment, in every classroom, and through the portfolio process, to expos English Learners to rich and extensive language in contextualized forms
- The school utilizes supplemental literacy programs (Achieve 3000) to provide additional support for EL students
- The school has hired additional instructional assistants to support the academic achievement of English Learners
- The school has trained all teachers in the implementation of Explicit Direct Instruction (EDI) strategies, a heavy-scaffolded driven system of instructional delivery
- The school uses NWEA MAP Reading assessment to determine areas of strength and opportunity in students’ knowledge of academic English

Corrective Action Required

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

Notes:

Rate of “**At Risk**” ELs in comparison to the state average – Lower (3.0% to 5.7%)

Rate of “**LTEs**” in comparison to the state average – Higher (17.4% vs. 8.9%)

Reclassification criteria:

- ELPAC results,
- Smarter Balanced ELA/Literacy Score
  - Level 3 (Standard Nearly Met) or 4 (Standard Net) or
- NWEA-MAP Reading score
  - 50<sup>th</sup> percentile or above for all grade levels, all testing seasons or
- NWEA-MAP Reading minimum RIT score
- teacher evaluation
- parent input

Graduation Requirements:



Students Must Earn a minimum of 210 credits, complete service learning and present their annual developmental portfolio in order to receive a diploma. Students must achieve a grade of a "C" or better in order to obtain credit for the courses.

The Charter Schools Division will continue to monitor the school's academic performance concerns as noted above as areas for further growth and improvement through oversight and communication with the school's governing board.

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

### A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

### A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

### A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
	Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
--------------------	---	---

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)



**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
Rubric	Sources of Evidence	
<p><b>Performance</b></p>	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	
	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)	

**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

<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 numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
Rubric	Sources of Evidence	
<p><b>Performance</b></p>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	
	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)	



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower <b>(Additional info within "Notes" section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower <b>(Additional info within "Notes" section above) (B2.4)</b>
--------------------	---	--

**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:



1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”. <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b> <input type="checkbox"/> Other: (Specify)



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

N/A

**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)**

*The CSD reviewed the Learning Continuity and Attendance Plan.*

**All requested template information and descriptions were provided:**

**Sources of Evidence**

- General Information
- Stakeholder Engagement
- In-Person Instructional Offerings
  - Actions Related to In-Person Instructional Offerings
- Distance Learning Program which includes:
  - Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program
- Pupil Learning Loss
  - Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss
- Mental Health and Social Emotional Well-Being
- Pupil and Family Engagement and Outreach
- Additional Actions to Implement the Learning Continuity Plan
- Increased or Improved Services for Foster Youth, English Learners and Low-Income Students

- Learning Continuity Plan **(B2.7)**
- Board Agenda and Minutes **(B2.7)**

**Notes:**

None



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</b></p>	
<p>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. Based on interviews with school leadership and binder review, the school provided the following evidence:</p>	
<ul style="list-style-type: none"> <li>• The school is co-located and uses LAUSD’s Comprehensive Health, Safety, and Emergency Preparedness Plan, incident response procedures, emergency response team list that defines roles and assignments, evacuation route maps for each room and floor, and emergency supplies</li> <li>• Visitor’s policy at the front of the entrance to the complex, and inside the Parent-Student handbook</li> <li>• Provision and location of onsite emergency supplies for the Bernstein High School complex</li> <li>• Completion of a training Course for Child Abuse (8/14/2020), Blood Borne Pathogens (8/14/2020), Pupil Suicide Prevention (8/14/20 and Epi-pen (8/13/2020, 11 staff members)</li> <li>• AED device located in the Bernstein High School complex nurse’s office and the gym</li> <li>• LAUSD Pupil Suicide Prevention Policy was adopted by the Governing Board in compliance with AB 2246 and is posted on the schools’ website.</li> </ul>	
<p><b>O8: PROFESSIONAL DEVELOPMENT</b></p>	
<p>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. Based on the binder review and interviews with school leadership, the school provided the following evidence:</p>	
<ul style="list-style-type: none"> <li>• Prior to the beginning of the school year, the school’s instructional staff engaged in 4-5 full days of professional development (PD)               <ul style="list-style-type: none"> <li>○ This year, this review was particularly more comprehensive as the school had to account for the impact of the COVID 19 pandemic and the impact that it had on the academic, physical and social-emotional health of students</li> </ul> </li> <li>• Ongoing PD sessions take place every week for 1 hour on Tuesdays and 1 ½ hours on Fridays. School- wide achievement data, both formative and summative, have been analyzed as part of the school’s internal self-study process</li> <li>• Dedicated time during the fall semester professional development meetings were used to review and assess the school’s program and its impact on student learning</li> <li>• The school utilized its professional learning communities (PLCs) to improve and enhance curriculum, content and instruction that is tied to the Diploma Plus competencies and assessment rubrics, specifically targeting the improvement of the English Learner subgroup</li> <li>• Curriculum development review meetings between the school’s directors and teachers are guided by protocols which ensures that all standards and competencies are being met instructionally in a distance learning model of instruction</li> <li>• The school has addressed student socio-emotional needs during the global pandemic through protocols that leverage access to support by way of a continuity of collective care</li> <li>• The school provides professional development opportunities for teachers, counselors, and staff through organizations such as the International Institute for Restorative Practices, the Los Angeles County Office of Education, and through the school’s partnership with the District’s Charter Operations Programs.</li> </ul>	

**O12: CLEARANCES AND CREDENTIALING COMPLIANCE**

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. Based on interviews with school leadership and binder review, the school provided the following evidence:

- 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

Areas Noted for Further Growth and/or Improvement**O3: STANDARDS-BASED INSTRUCTION**

Although the school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review and interviews with school leadership; CSD notes the school's academic achievement is below the state, schoolwide and for all subgroups, as detailed in the Student Achievement and Educational Performance, Summary of School Performance section of this report.

In light of these results, and to support improved academic achievement for all students, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

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

- The schoolwide Dashboard ELA Indicator color is **orange**
- The schoolwide Dashboard Math Indicator color is **orange**
- The schoolwide Dashboard CCI Indicator color is orange
- The schoolwide Dashboard Chronic Absenteeism Indicator color is orange
- The schoolwide Dashboard Suspension Rate Indicator color is yellow
- The schoolwide Dashboard Graduation Rate Indicator color is orange
- None of the school's numerically significant subgroups have ELA "Status/DFS" scores above the statewide averages
- None of the school's numerically significant subgroups have Math "Status/DFS" scores above the statewide averages
- None of the school's numerically significant subgroups have College/Career Indicator (CCI) "Status/DFS" scores above the statewide averages



- The school reclassifies English Learners at a rate lower than the state average

In light of these results, and to support improved academic achievement for all students, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

Corrective Action Required

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

Notes:  
None

***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

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

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246



	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</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 checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4 )</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b> <input type="checkbox"/> Evidence of health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b> <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b> <input checked="" type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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



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

<i>The school:</i>					
<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, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2cbcb; width: 30%; text-align: center;">Rubric</th> <th style="background-color: #f2cbcb; text-align: center;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f2cbcb; vertical-align: middle; text-align: center; font-weight: bold;">Performance</td> <td> <ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><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</li> </ul> </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	Performance	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><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</li> </ul>
Rubric	Sources of Evidence				
Performance	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><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</li> </ul>				
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b></li> <li><input type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input 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>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b></li> <li><input type="checkbox"/> <b>Virtual Classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>				



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

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" 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>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter <b>(B3.3k)</b> <input checked="" type="checkbox"/> <b>Virtual classroom observation</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<i>The school has a system in place to ensure that the school:</i>		
	<ul style="list-style-type: none"> <li>Provides special education programs and services in accordance with students' IEPs</li> <li>Provides special education training for staff</li> <li>Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>	
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <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 <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	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input type="checkbox"/> <b>Virtual classroom observation</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**



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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

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 checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</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>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b> <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b> <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b> <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><b>The school:</b></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>		
<p><b>Rubric</b></p>		<p><b>Sources of Evidence</b></p>
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><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</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b></li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><b>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</b></p> <ul style="list-style-type: none"> <li>• Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>• Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements <b>(high schools only)</b></li> <li>• Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP/Learning Continuity and Attendance Plan</li> <li>• Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources</li> </ul>
--



	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><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>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b> <input checked="" type="checkbox"/> Evidence of implementation of AB 34 <b>(B3.4e)</b> <input type="checkbox"/> Other: (Specify)



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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school’s educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>					
	<table border="1"> <thead> <tr> <th style="width: 50%; text-align: center;">Rubric</th> <th style="width: 50%; text-align: center;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><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</li> <li><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</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
Rubric	Sources of Evidence				
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>				

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.</li> <li>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</li> <li>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</li> <li>The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input 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 checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021 form (“ESSA Grid”)</i> <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	--

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



8690	2017-2018					2018-2019					2019-2020				
	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>APEX Academy</b>															
Cash and Cash Equivalents		39,115	110,024	645,785	637,266		0	39,465	63,792	63,792		74,018	38,442	517,878	517,879
Current Assets		596,965	613,743	922,493	913,974		0	860,051	1,201,349	1,201,512		1,285,002	997,635	1,541,868	1,541,868
Fixed and Other Assets		69,745	69,745	70,990	70,989		0	50,886	50,907	50,907		30,365	31,562	33,560	33,558
<b>Total Assets</b>		<b>666,711</b>	<b>683,488</b>	<b>993,483</b>	<b>984,963</b>		<b>0</b>	<b>910,937</b>	<b>1,252,256</b>	<b>1,252,419</b>		<b>1,315,367</b>	<b>1,029,197</b>	<b>1,575,428</b>	<b>1,575,426</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		146,125	466,884	363,938	355,418		0	308,430	783,348	1,116,962		1,037,685	702,714	704,553	509,707
Other Long Term Liabilities		0	(305,000)	0	0		0	0	0	0		0	45,499	458,514	647,899
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>146,125</b>	<b>161,884</b>	<b>363,938</b>	<b>355,418</b>		<b>0</b>	<b>308,430</b>	<b>783,348</b>	<b>1,116,962</b>		<b>1,037,685</b>	<b>748,213</b>	<b>1,163,067</b>	<b>1,157,606</b>
<b>Net Assets</b>		<b>520,585</b>	<b>521,604</b>	<b>629,545</b>	<b>629,545</b>		<b>648,662</b>	<b>602,507</b>	<b>468,908</b>	<b>135,457</b>		<b>277,682</b>	<b>280,984</b>	<b>412,361</b>	<b>417,820</b>
Total Revenues	5,315,637	5,056,508	5,042,937	5,035,016	5,035,016	5,654,511	5,308,889	5,105,782	5,000,669	5,000,669	5,158,484	5,009,917	4,948,233	4,865,396	4,865,398
Total Expenditures	5,193,777	5,214,820	5,200,232	5,084,369	5,084,371	5,288,106	5,289,772	5,132,820	5,161,306	5,494,757	4,750,524	4,867,692	4,802,706	4,588,492	4,583,035
<b>Net Income / (Loss)</b>	<b>121,860</b>	<b>(158,313)</b>	<b>(157,294)</b>	<b>(49,353)</b>	<b>(49,355)</b>	<b>366,405</b>	<b>19,117</b>	<b>(27,038)</b>	<b>(160,637)</b>	<b>(494,088)</b>	<b>407,960</b>	<b>142,225</b>	<b>145,527</b>	<b>276,904</b>	<b>282,363</b>
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>	<b>121,860</b>	<b>(158,313)</b>	<b>(157,294)</b>	<b>(49,353)</b>	<b>(49,355)</b>	<b>366,405</b>	<b>19,117</b>	<b>(27,038)</b>	<b>(160,637)</b>	<b>(494,088)</b>	<b>407,960</b>	<b>142,225</b>	<b>145,527</b>	<b>276,904</b>	<b>282,363</b>
Net Assets, Beginning	699,874	678,898	678,898	678,898	678,900	571,277	629,545	629,545	629,545	629,545	602,508	468,908	468,908	468,908	135,457
Adj. for restatement / Prior Yr Adj	0	0	(0)	0	0	0	0	0	0	0	(141,961)	(333,451)	(333,451)	(333,451)	0
<b>Net Assets, Beginning, Adjusted</b>	<b>699,874</b>	<b>678,898</b>	<b>678,898</b>	<b>678,898</b>	<b>678,900</b>	<b>571,277</b>	<b>629,545</b>	<b>629,545</b>	<b>629,545</b>	<b>629,545</b>	<b>460,547</b>	<b>135,457</b>	<b>135,457</b>	<b>135,457</b>	<b>135,457</b>
<b>Net Assets, End</b>	<b>821,733</b>	<b>520,585</b>	<b>521,604</b>	<b>629,545</b>	<b>629,545</b>	<b>937,682</b>	<b>648,662</b>	<b>602,507</b>	<b>468,908</b>	<b>135,457</b>	<b>868,507</b>	<b>277,682</b>	<b>280,984</b>	<b>412,361</b>	<b>417,820</b>

8690	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>APEX Academy</b>										
Cash and Cash Equivalents	345,194	637,266	63,792	517,879	0		420,515	417,042	0	0
Current Assets	691,979	913,974	1,201,512	1,541,868	0		1,911,638	1,771,026	0	0
Fixed and Other Assets	93,313	70,989	50,907	33,558	0		16,692	18,408	0	0
<b>Total Assets</b>	<b>785,292</b>	<b>984,963</b>	<b>1,252,419</b>	<b>1,575,426</b>	<b>0</b>		<b>1,928,330</b>	<b>1,789,434</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	106,392	355,418	1,116,962	509,707	0		551,532	542,801	0	0
Other Long Term Liabilities	0	0	0	647,899	0		412,100	412,100	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>106,392</b>	<b>355,418</b>	<b>1,116,962</b>	<b>1,157,606</b>	<b>0</b>		<b>963,632</b>	<b>954,901</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>678,900</b>	<b>629,545</b>	<b>135,457</b>	<b>417,820</b>	<b>0</b>		<b>964,698</b>	<b>834,533</b>	<b>0</b>	<b>0</b>
Total Revenues	4,829,056	5,035,016	5,000,669	4,865,398	0	4,756,407	5,418,345	5,261,851	0	0
Total Expenditures	4,834,543	5,084,371	5,494,757	4,583,035	0	4,514,401	4,871,467	4,845,138	0	0
<b>Net Income / (Loss)</b>	<b>(5,487)</b>	<b>(49,355)</b>	<b>(494,088)</b>	<b>282,363</b>	<b>0</b>	<b>242,006</b>	<b>546,878</b>	<b>416,713</b>	<b>0</b>	<b>0</b>
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>	<b>(5,487)</b>	<b>(49,355)</b>	<b>(494,088)</b>	<b>282,363</b>	<b>0</b>	<b>242,006</b>	<b>546,878</b>	<b>416,713</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	684,387	678,900	629,545	135,457	0	280,984	412,361	412,361	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(5,832)	5,459	5,459	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>684,387</b>	<b>678,900</b>	<b>629,545</b>	<b>135,457</b>	<b>0</b>	<b>275,152</b>	<b>417,820</b>	<b>417,820</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>678,900</b>	<b>629,545</b>	<b>135,457</b>	<b>417,820</b>	<b>0</b>	<b>517,158</b>	<b>964,698</b>	<b>834,533</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>APEX’s fiscal condition is positive. According to the 2019-2020 independent audit report, the school had positive net assets of \$417,820 and net income of \$282,363. The 2020-2021 Second Interim projected positive net assets of \$834,533 and net income of \$416,713.</p> <p>PazLo Education Foundation (PazLo) operates two schools, namely, Academic Performance Excellence Academy, and Matrix for Success Academy (Matrix). Both PazLo Education Foundation schools are authorized by the Los Angeles Unified School District (LAUSD) and both are overseen by the same governing board. PazLo and its charter schools reported positive net assets of \$135,875 and a net loss of (\$374,505). PazLo, without its charter schools, reported net assets of \$0 and net income of \$0. The CSD was advised that neither of the schools pay management fees. The costs for some staff positions (e.g., Directors, Testing and Data Managers, the IT and Special Programs Assistant, the Human Resources/Operations Manager, etc.) are allocated based upon the amount of work they perform at each school and the allocation percentages between the two schools may vary. Some costs (e.g., fees related to the schools’ back office services provider firm, CharterSAFE general insurance, audits, and general legal services) are shared/allocated on a pro-rated basis and calculated based on the Average Daily Attendance (ADA) for each of the two PazLo Education Foundation schools. As such, the allocation percentages may vary from year to year, depending on the ADA for each PazLo Education Foundation school.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>		3																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2016-2017 (Audited Actuals)</th> <th style="text-align: center;">2017-2018 (Audited Actuals)</th> <th style="text-align: center;">2018-2019 (Audited Actuals)</th> <th style="text-align: center;">2019-2020 (Audited Actuals)</th> <th style="text-align: center;">2020-2021 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Net Assets</td> <td style="text-align: right;">\$678,900</td> <td style="text-align: right;">\$629,545</td> <td style="text-align: right;">\$135,457</td> <td style="text-align: right;">\$417,820</td> <td style="text-align: right;">\$834,533</td> </tr> <tr> <td style="text-align: center;">Net Income/Loss</td> <td style="text-align: right; color: red;">(\$5,487)</td> <td style="text-align: right; color: red;">(\$49,355)</td> <td style="text-align: right; color: red;">(\$494,088)*</td> <td style="text-align: right;">\$282,363</td> <td style="text-align: right;">\$416,713</td> </tr> <tr> <td style="text-align: center;">Transfers In/Out</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td style="text-align: center;">Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table>			2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	Net Assets	\$678,900	\$629,545	\$135,457	\$417,820	\$834,533	Net Income/Loss	(\$5,487)	(\$49,355)	(\$494,088)*	\$282,363	\$416,713	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)																											
Net Assets	\$678,900	\$629,545	\$135,457	\$417,820	\$834,533																											
Net Income/Loss	(\$5,487)	(\$49,355)	(\$494,088)*	\$282,363	\$416,713																											
Transfers In/Out	\$0	\$0	\$0	\$0	\$0																											
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																											
<p>*See Item 27 in the Notes section below for further details.</p>																																



**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from PazLo Education Foundation (including bank statements, bank reconciliations, credit card statements, and check registers) for the two PazLo charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these PazLo charter schools, to assess overall compliance with PazLo’s 2020-2021 Fiscal Policies and Procedures Handbook. Any areas noted for further growth and/or improvement relating to PazLo and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific PazLo school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each PazLo charter school.

**1. Late Payments to Vendors (Recurring):**

Based on the CSD’s review of the two LAUSD-authorized PazLo charter schools’ check register for the period spanning from March 1, 2020 through March 31, 2021, a sample of 32 checks and 6 bank transactions were selected for further review. The CSD noted 13 of the 32 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	301421	3/9/2021	3/2/2020	ExED	\$9,496.39	02/21 - Management Contract Fee
2	301419	3/3/2021	12/30/2020	Revolution Foods Inc.	\$3,674.40	11/20 - Food Service Program
3	301221	9/16/2020	7/29/2020	AT&T	\$2,734.50	06/20 - Internet Service
4	301341	12/9/2020	11/25/2020	CDW Government	\$4,642.69	(500) Adobe Creative Cloud for Enterprise - All APPS
5	301232	9/16/2020	9/14/2020	Staples Advantage	\$78.60	Lasko 48" Speed Fans (2)
6	301283	10/27/2020	8/31/2020	Northwest Evaluation Association	\$6,250.00	Map Growth K-12 (500)



7	301123	6/2/2020	4/22/2020	Employee	\$300.00	Induction - Credential Program
8	301213	8/18/2020	8/16/2020	Herbert G Guevara	\$375.00	Polo Shirts for Staff
9	301096	5/12/2020	1/6/2020	Mixdeity	\$2,571.28	Poetry Workshop - Castel De Oro
10	301224	9/16/2020	8/11/2020	Home Depot Credit Services	\$2,571.28	COVID-19 Supplies: Paper Towels (2)
11	301437	3/22/2021	8/16/2020	Accrediting Commission For Schools	\$1,070.00	FY20/21 - Annual Accreditation Membership Fee
12	301251	10/7/2020	8/20/2020	Daniel A Ribiat	\$200.00	Zoom Training Prep And Training
13	301168	7/10/2020	5/8/2020	Spectrum Business	\$161.95	04/21/20 - 05/20/20 - Internet
				TOTAL	\$34,126.09	

Page 7 of PazLo’s 2020-2021 Fiscal Policies and Procedures (FPP, dated Spring 2020) stipulates: “All original invoices will immediately be forwarded to the Director and/or Principal for approval. The Director and/or Principal will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to ExED with the invoice. ExED will adjust the invoice for any missing items noted on the packing list before processing for payment. The Director may authorize ExED to pay recurring expenses (e.g. utilities) without the Director’s formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to ExED in writing and updated on an annual basis.”

In response to the CSD’s observations above, PazLo’s Executive Director (ED) explained: “As a co-located school during the pandemic it became difficult to receive mail, including many invoices. Thus, causing some issues with late payments. We are resolving this issue by moving to have vendors send us electronic invoices and for us to make payments through a new program call Nvoice, which will allow us to make our payments in a timely manner.”

The CSD recommends that the school revise its fiscal policies and procedures to include written guidance regarding the timely payment of invoices. The CSD also recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring late fees in the future.



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

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

**1. Decline in Enrollment:**

As part of the CSD’s fiscal oversight, the CSD reviews charter schools’ financial condition and its Norm Enrollment trends; two of the key indicators of schools’ future revenue streams and financial viability. The CSD also compares charter schools’ Norm Enrollment year-by-year to the enrollment capacity approved per schools’ current charter term. Based on the CSD’s review of APEX’s approved renewal petition for the charter term 2017 –2022, the school’s enrollment capacity is 450 students. APEX reported Norm Enrollment of 350 students for Fiscal Year 2020-2021, represents 100 students (or 22.22%) below the 450-student enrollment capacity. The school’s enrollment declined from 379 to 350 students during Fiscal Year 2020-2021.

The school attributed its 29-student decrease in enrollment to families moving out of Los Angeles County as a result of the high cost of living and the pandemic. The school’s recruitment efforts consist of targeting the local middle schools. The school has a long-standing with Santa Monica Charter, which allows the school to recruit incoming 7<sup>th</sup> graders in the range of 40-60 students. Outreach to the local middle schools in the past has yielded 40 new 9<sup>th</sup> graders. Traditionally after LAUSD’s Norm Day, local high schools drop and/or refer another 40-60 students. The school stated that it has adjusted its budget for the 2021-2022 fiscal year to reflect a more conservative enrollment given the known exodus of families in the area.

The CSD will continue to monitor the school’s enrollment through oversight.

**Corrective Action Required:**

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

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of APEX offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$517,879 and total expenditures equal \$4,583,035. Therefore, the school's cash reserve level is 11.30%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities, which may have decision-making authority over the school, was provided.
13. Reviewed the following 32 checks (and 6 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Hanmi Bank Operating Account Ending in X4717): 301096, 301123, 301168, 301196, 301213, 301221, 301224, 301227, 301232, 301249, 301251, 301265, 301283, 301294, 301338, 301341, 301352, 301363, 301372, 301382, 301408, 301412, 301415, 301419, 301420, 301421, 301423, 301428, 301436, 301437, and 301219M.
  - b. Reviewed six credit/ (debit) transactions [transaction dates and amounts] for the months of August, September, October, December 2020, and January 2021 for sample testing. The transaction descriptions are: Hanmi Bank Checking X4717 Transactions: (1) 8/31/2020 – (\$15,230.42); (2) 8/31/2020 – (\$45,913.90); (3) 10/29/2020 - \$140,214.00; (4) 11/18/2020 – \$585.56; (5) 12/31/2020 – (\$450.00); and (6) 1/5/2021 – (\$59,510.90).
14. The school has declared that it has no credit cards at this time.
15. Reviewed bank statements and bank reconciliations from August 2020 through January 2021. Selected the months of August 2020 through January 2021 for sample testing. No discrepancies were noted.
  - a. Hanmi Bank Checking Account Ending in X4717 (Main Operating Account)
16. A Segregation of Duties (SOD) review was conducted remotely at Matrix via videoconference. No discrepancies were noted.
17. Equipment inventory was provided.



18. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
19. The most current Audited Financial Statements are posted on the charter school's website.
20. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
21. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
22. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
23. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
24. Pursuant to AB 1871, a signed written statement that indicates that APEX is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
25. APEX did not disclose any legal actions, regulatory proceedings, or investigations, which might have a material impact on their financial viability.
26. The 2019-2020 audited and unaudited actuals do not mirror each other. There are variances: 1) (\$194,846) in current liabilities; and 2) \$189,385 in long-term liabilities. The school's back office services provider firm (ExED), attributed the variances to the reclassification of the PPP Loan from a current liability to a long-term liability.
27. According to ExED, APEX's net loss of (\$494,088), as reflected in the school's 2018-2019 independent audit report, was primarily attributed to the following factors:
  - a. A \$308,221 decrease in revenues, due primarily to lower-than-expected student enrollment & ADA; and
  - b. \$333,451 in Proposition 39 over-allocation reimbursements paid to LAUSD (in relation to the 2018-2019 school year).
28. LAUSD has determined that, as of the date of this report, the charter school owes \$121,268.17 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of \$101,566.08, \$79,172.10, and \$152,713.99 for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, respectively, less payments of \$212,184.00). As such, the school indicated that it has accrued for the amounts owed on its books. The CSD will continue to monitor this matter through oversight.

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

N/A



**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><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 cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</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 cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</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>
<ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<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> <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 four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</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>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</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>○ Fiscal policies and procedures manual</li> </ul> </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>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><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></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. 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. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> 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.***

- 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
- 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

**SUPPLEMENTAL CRITERIA**

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

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

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><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. The cash balance at the beginning of the school year is positive;</li><li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li><li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li><li>5. 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>6. 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>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li><li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; and</li><li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li></ol>	<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><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></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> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>