



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2021-2022 SCHOOL YEAR**

### **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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



<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<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2017 to June 30, 2024			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>		<b>Below by 161</b>		
289	450					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 35.8%</b>		
7-12	7-12					
<b>Norm Enrollment Number:</b>		292				
<b>Total Number of Staff Members:</b>	50	<b>Certificated:</b>	22	<b>Classified:</b>	28	
<b>Charter School's Leadership Team Members:</b>		Cesar Lopez, Director; David Tran, Principal				
<b>Charter School's Contact for Special Education:</b>		David Tran, Principal	<b>SELPA &amp; Option:</b>		3	
<b>CSD Assigned Administrator:</b>	Jose Rodriguez		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria		
<b>Other School/CSD Team Members:</b>	Margret Woelke, Administrator					
<b>Oversight Visit Date(s):</b>	February 17, 2022		<b>Fiscal Review Date (if different):</b>	February 24, 2022		
<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>		5/26/2021		
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3</b>	<b>No Rating</b>	<b>2</b>	<b>3</b>



## 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 2021-2022*. 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 all 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 a system for the evaluation of the school’s executive level leadership. 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:
  - At the time of the visit, the school was forming a ELAC committee
  - SSC Meeting Agendas (11/10/21, and 12/15/21, future meetings are scheduled for 2/23/22 and 4/20/21 – all meetings are via Zoom)
  - Agenda items included the following:
    - SSC bylaws
    - Election of SSC officers – (Chair, Vice-Chair, Secretary
    - Update on 2021-22 Enrollment
    - Hiring updates
- The school utilizes the California Professional Standards for Educational Administrators (CPSELS) 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: 1/26/2021, 2/23/2021, 3/23/2021, 4/13/2021, 4/27/2021, 5/18/2021, 6/29/2021, , 7/13/2021, 7/27/2021, 8/24/2021, 9/28/2021, 10/26/2021, 11/16/2021, 12/14/2021
- 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 November 16, 2021, the training was provided 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 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
- The school Uniform Complaint Procedures (UCP) is included in the Parent/Student Handbook and posted on the school’s website

Areas Noted for Further Growth and/or Improvement

N/A

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) - 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
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC )
- Evaluation of school’s executive level leadership (including, but not limited to, 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’s executive level leadership <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’s executive level leadership <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’s executive level leadership <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’s executive level leadership	<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 leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



**G2: BROWN ACT - 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 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 E.C. 47604.1

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 checked="" type="checkbox"/> Compliance with <b>E.C. 47604.1 (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 - 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 procedure (complaints outside regulatory scope of UCP)
- 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 checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(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: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b> <input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> <li>• The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> <li>• If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).</li> </ul>	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</li> <li><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</li> <li><input type="checkbox"/> The school is fiscally weak or unstable**, 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*</li> <li><input type="checkbox"/> The school is consistently fiscally weak, 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*</li> </ul> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></li> <li><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other financial information submitted by the school</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6**

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> 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, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, 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)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
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> N/A</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A11: ENGLISH LEARNER RECLASSIFICATION</b> The school reclassifies English Learners at a rate lower than the state average (1.1% vs. 6.9%) and the rate of "LTEL" EL's is higher to the state average (26.6% vs. 17.1%). School leadership shared the following strategies to improve the school's English Learner (EL) reclassification and LTEL rates:</p> <ul style="list-style-type: none"> <li>• The school's English Learner team utilizes teacher feedback, observations, and inferences from student performance data to create action plans that recommends support strategies</li> <li>• The school has provided training to all teachers in the implementation of Explicit Direct Instruction (EDI) strategies; a heavy-scaffolded driven system of instructional delivery</li> <li>• All teachers have been consistently participating in weekly professional development to help support our Multilingual Learners (MLs)</li> <li>• Teachers are fully focused on embedding the academic, literacy, and thinking skills to support our EL population</li> <li>• The school utilizes instructional assistants to specifically support the academic achievement of English Learners</li> <li>• The school uses NWEA MAP Reading assessment to determine areas of strength and opportunity in students' knowledge of academic English</li> </ul> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	



## Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

## Reclassification criteria:

- ELPAC results,
- Smarter Balanced ELA/Literacy Score
  - Level 3 (Standard Nearly Met) or 4 (Standard Met) 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.

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



**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average</li> <li><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average</li> <li><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard</li> <li><input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<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>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<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; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<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>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; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD SUBGROUP ELA - 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, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**A9: DASHBOARD SUBGROUP MATH - 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, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
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 type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

<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 CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric	Sources of Evidence	
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (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"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input checked="" 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 <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b> <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above)</b>



**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12**

**VERIFIED DATA**

**For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

**The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                    | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates             | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                           | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input type="checkbox"/> Measures of Academic Progress by NWEA       | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
a) [Assessment 1 (ELA)]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
b) [Assessment 2 (Math)]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
c) [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:  
**N/A**

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                        | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                            | <input type="checkbox"/> Two or More Races          |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                              | <input type="checkbox"/> White                      |
| <input type="checkbox"/> English Learner                  | <input type="checkbox"/> Native Hawaiian or Pacific Islander |   |
| <input type="checkbox"/> Filipino                         | <input type="checkbox"/> Socioeconomically Disadvantaged     |   |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:  
**N/A**

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes  No

**N/A**



**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

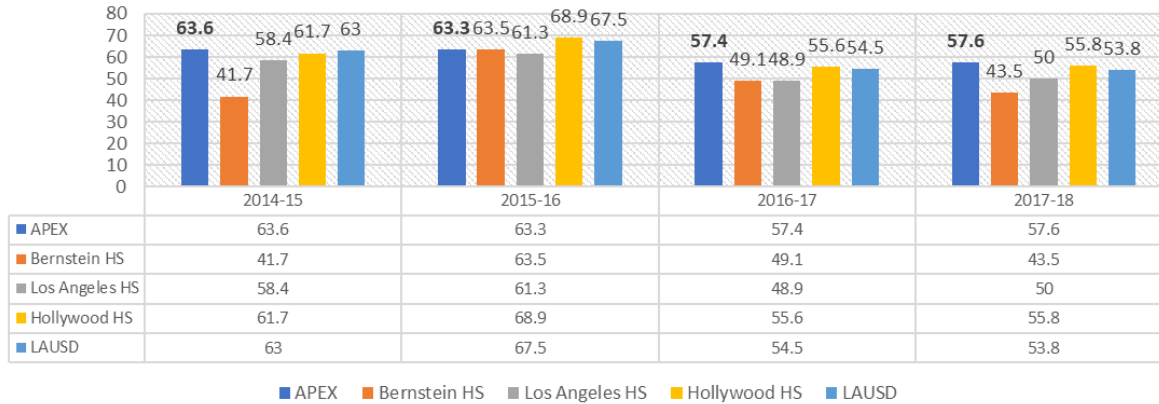
APEX Academy will be using **California Department of Education DataQuest College-Going Rate**, a state-approved postsecondary indicator for postsecondary outcomes

The school provided the following analysis of the school’s postsecondary data to similar peers:

Utilizing the most current **California Department of Education College-Going Rates** to look at postsecondary outcomes, the school states that it can be see that of the four years of available data shows APEX Academy outperforming the LAUSD average and 2 neighboring high schools in 3 out of the 4 years and one high school 4 out of 4 years.



APEX Academy - 4 Year Resident Schools and LAUSD Comparison, College Going Rates



When comparing the school’s Cohort Graduation Rate to Helen Bernstein, the school states that you can see that we have consistently graduated our students at a higher rate for the last 4 years.

**The school provided the following information:**

Verified data is not being submitted because of the effects the Pandemic has had on the school’s ability to accurately assess students using the annual SBAC assessments. However, APEX Academy did administer our own school-wide assessments utilizing the NWEA for ELA performance.

- a) Describe how the data submitted shows growth in student achievement.
  - i. Based on the data presented, student achievement growth was demonstrated in the following areas:
    - 7th grade, in all subgroups, with an observed growth of 3-4
    - 11th grade, in all subgroups, with an observed growth of 5, exceeding their projected growth of 1.5
- b. What do you attribute that led to that growth?
  - It is tough to draw conclusions from such a small sample size. Across all grades, 8 or fewer students completed the assessment when each grade level averaged 50 students.
- a. For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.
  - There were several issues presented in this data set:
    - The low percentage of student participation in the assessment
    - The learning loss demonstrated in grades 8, 9, 10 and 12
  - i. The causes of learning loss can be attributed to the following factors:





This data was pulled from a school year when students attended virtually all year due to COVID restrictions, and the national data clearly shows that students do not learn best in a zoom setting. Furthermore, many students experienced declining mental health due to social isolation and lack of social interaction at an age when peer influence is most important for adolescents.

Furthermore, our families were some of the most impacted by COVID in Los Angeles County due to poverty, racism, and xenophobia.

- a. The majority of our students experienced death and loss in their families due to COVID infections.
- b. Due to immigration status, many of our students and their families could not afford to be unemployed and also faced illegal evictions during the pandemic.
- c. Parents had to work, therefore many of our students were tasked with childcare responsibilities that left them unable to participate in their own education.
- d. Many of our students' parents were either unemployed or underemployed, which necessitated students working (some full-time) in order to support their families

- ii. Given that students are now able to attend school in person, some of these issues have been mitigated already. The fact that students' compulsory education is required, which requires in-person learning, would increase participation rates in testing, as well as in-classroom learning.

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

N/A



**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>
<b>Notes:</b>	
None	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2

Areas of Demonstrated Strength and/or Progress

**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES**

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:

- 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
- Visitor’s policy at the front of the entrance to the complex, and inside the Parent/Student handbook
- Provision and location of onsite emergency supplies for the Bernstein High School complex
- Health screening were conducted by Cross County Education
- LAUSD Pupil Suicide Prevention Policy was adopted by the Governing Board in compliance with AB 2246 and is posted on the schools’ website.
- AED device located in the Bernstein High School complex nurse’s office and the gym
- The school provides Student ID cards that include the phone number of the National Suicide Prevention Lifeline printed on one side, as outlined in Ed. Code, § 215.5

**O2: HEALTH AND SAFETY TRAINING AND PREPARATION**

The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety

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

- The school provided evidence of monthly emergency drills, 9/23/2021 (fire, earthquake), 9/30/2021 (lockdown/Shelter in place), 10/21/2021 (Earthquake – Great Shakeout), 11/3/2021 (lockdown/Shelter in place), 12/16/2021 (fire), and 1/20/2022 (fire, earthquake), 1/27/2022 (lockdown/Shelter in place)
- School staff receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- The school provides an emergency epinephrine auto-injector (“epi-pen”) onsite and training (12/1/2021) has been provided to volunteer staff (5)
- The school has provided Pupil Suicide Prevention and Awareness Training (6-12)

Areas Noted for Further Growth and/or Improvement

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

- The school reclassifies English Learners at a rate lower than the state average (1.1% vs. 6.9%)



- The rate of “LTEL” EL’s is higher to the state average (26.6% vs. 17.1%)
- In light of these results, and to support improved academic achievement for English Learners, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE**

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

- One Math teacher is not appropriately credentialed (has not hold the appropriate EL authorization)

APEX administrators have taken the following steps to ensure that all teachers are appropriately credentialed and hold the appropriate authorizations:

The school submitted a Temporary County Certificate (TCC) form to the Los Angeles County office of Education (LACOE). The school is actively communicating with LACOE credentialing staff to complete the process. In addition, moving forward, the school will proactively monitor current and future out-of-state applicants and hires to ensure the proper steps are followed as we emerge from the COVID19 Pandemic.

Corrective Action Required

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

Notes:  
None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) 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 PLAN AND PROCEDURES - QUALITY INDICATOR #1**

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

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school’s Integrated Safe School Plan)
- A visitor’s policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b> <input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b> <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2**

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

- 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, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure required <b>health and safety training</b> for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (<b>B3.3i, j, k</b>)</li> <li><input checked="" type="checkbox"/> California State Content Standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Technology readiness to administer CAASPP assessments (<b>B3.3c</b>) *new schools only</li> <li><input checked="" type="checkbox"/> WASC accreditation (<b>B3.3d</b>)</li> <li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4c</b>)</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





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

<i>The school has a system in place to ensure:</i>					
<ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• A staff person is designated to assist and support foster youth/students experiencing homelessness</li> </ul>					
	Sources of Evidence				
<b>Performance</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2d2d2;">Rubric</th> <th style="background-color: #f2d2d2;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <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> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<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, 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program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
Rubric	Sources of Evidence				
<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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>				



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education 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 type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></li> <li><input type="checkbox"/> Chronic absenteeism rates</li> <li><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<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>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 year-long plan agendas, and sign-ins) <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Professional development training materials <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.4c)</b></li> <li><input type="checkbox"/> Interview of teachers and/or other staff</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

*The school's documents that are available both manually and electronically 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
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- 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, in accordance with Ed. Code, § 49428
- 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, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“\*\*” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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<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 (B3.4e) for: <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>• Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

<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 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 charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.</li> <li>• Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.</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> </ul>
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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input checked="" 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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



8690 APEX Academy	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	39,465	63,792	63,792		74,018	38,442	517,878	517,879		420,515	417,042	1,131,711	1,131,710
Current Assets		0	860,051	1,201,349	1,201,512		1,285,002	997,635	1,541,868	1,541,868		1,911,638	1,771,026	2,363,544	2,363,544
Fixed and Other Assets		0	50,886	50,907	50,907		30,365	31,562	33,560	33,558		16,692	18,408	45,235	45,235
<b>Total Assets</b>		0	910,937	1,252,256	1,252,419		1,315,367	1,029,197	1,575,428	1,575,426		1,928,330	1,789,434	2,408,779	2,408,779
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	308,430	783,348	1,116,962		1,037,685	702,714	704,553	509,707		551,532	542,801	522,103	551,125
Other Long Term Liabilities		0	0	0	0		0	45,499	458,514	647,899		412,100	412,100	29,022	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	308,430	783,348	1,116,962		1,037,685	748,213	1,163,067	1,157,606		963,632	954,901	551,125	551,125
<b>Net Assets</b>		648,662	602,507	468,908	135,457		277,682	280,984	412,361	417,820		964,698	834,533	1,857,654	1,857,654
Total Revenues	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	4,756,407	5,418,345	5,261,851	5,902,517	6,103,811
Total Expenditures	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	4,514,401	4,871,467	4,845,138	4,462,683	4,663,977
<b>Net Income / (Loss)</b>	366,405	19,117	(27,038)	(160,637)	(494,088)	407,960	142,225	145,527	276,904	282,363	242,006	546,878	416,713	1,439,834	1,439,834
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>	366,405	19,117	(27,038)	(160,637)	(494,088)	407,960	142,225	145,527	276,904	282,363	242,006	546,878	416,713	1,439,834	1,439,834
Net Assets, Beginning	571,277	629,545	629,545	629,545	629,545	602,508	468,908	468,908	468,908	135,457	280,984	412,361	412,361	412,361	417,820
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(141,961)	(333,451)	(333,451)	(333,451)	0	(5,832)	5,459	5,459	5,459	0
<b>Net Assets, Beginning, Adjusted</b>	571,277	629,545	629,545	629,545	629,545	460,547	135,457	135,457	135,457	135,457	275,152	417,820	417,820	417,820	417,820
<b>Net Assets, End</b>	937,682	648,662	602,507	468,908	135,457	868,507	277,682	280,984	412,361	417,820	517,158	964,698	834,533	1,857,654	1,857,654

8690 APEX Academy	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	637,266	63,792	517,879	1,131,710	0		1,705,654	0	0	0
Current Assets	913,974	1,201,512	1,541,868	2,363,544	0		2,548,701	0	0	0
Fixed and Other Assets	70,989	50,907	33,558	45,235	0		26,475	0	0	0
<b>Total Assets</b>	984,963	1,252,419	1,575,426	2,408,779	0		2,575,176	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	355,418	1,116,962	509,707	551,125	0		372,143	0	0	0
Other Long Term Liabilities	0	0	647,899	0	0		29,022	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	355,418	1,116,962	1,157,606	551,125	0		401,165	0	0	0
<b>Net Assets</b>	629,545	135,457	417,820	1,857,654	0		2,174,011	0	0	0
Total Revenues	5,035,016	5,000,669	4,865,398	6,103,811	0	4,836,035	6,055,800	0	0	0
Total Expenditures	5,084,371	5,494,757	4,583,035	4,663,977	0	4,633,375	5,739,443	0	0	0
<b>Net Income / (Loss)</b>	(49,355)	(494,088)	282,363	1,439,834	0	202,660	316,357	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	(49,355)	(494,088)	282,363	1,439,834	0	202,660	316,357	0	0	0
Net Assets, Beginning	678,900	629,545	135,457	417,820	0	834,533	1,857,654	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	719,834	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	678,900	629,545	135,457	417,820	0	1,554,367	1,857,654	0	0	0
<b>Net Assets, End</b>	629,545	135,457	417,820	1,857,654	0	1,757,027	2,174,011	0	0	0



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 and has been upward trending since the 2019-2020 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,857,654 and net income of \$1,439,834. The 2021-2022 First Interim projects positive net assets of \$2,174,011 and net income of \$316,357.</p> <p>According to PazLo Education Foundation’s (PazLo) independent audit report dated June 30, 2021, APEX is one of two schools (Matrix for Success Academy [MATRIX], and APEX) operated by PazLo, both of which PazLo are authorized by the Los Angeles Unified School District (LAUSD). PazLo and its charter schools reported positive net assets of \$2,022,140 and net income of \$1,886,265. PazLo, without its charter schools, reported net assets of \$0 and net income of \$0. The CSD was advised that neither of the schools pays 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 on needs assessments for the individual schools for the school year 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>*One of the Co-Executive Directors resigned in June 2021.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$629,545</td> <td>\$135,457</td> <td>\$417,820</td> <td>\$1,857,654</td> <td>\$2,174,011</td> </tr> <tr> <td>Net Income/Loss</td> <td>(\$49,355)*</td> <td>(\$494,088)**</td> <td>\$282,363</td> <td>\$1,439,834</td> <td>\$316,357</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$629,545	\$135,457	\$417,820	\$1,857,654	\$2,174,011	Net Income/Loss	(\$49,355)*	(\$494,088)**	\$282,363	\$1,439,834	\$316,357	3
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)														
Net Assets	\$629,545	\$135,457	\$417,820	\$1,857,654	\$2,174,011														
Net Income/Loss	(\$49,355)*	(\$494,088)**	\$282,363	\$1,439,834	\$316,357														



Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

\*/\*\*See Items 30 and 31 in the Notes section below for further details.

**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 (including bank statements, bank reconciliations, 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 across these PazLo charter schools, to assess overall compliance with PazLo’s Fiscal Policies and Procedures Manual. Any areas noted for further growth and/or improvement relating to PazLo’s 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 December 1, 2020, through December 31, 2021, a sample of 30 checks and 14 bank transactions were selected for further review. The CSD noted 3 of the 30 vendor payments, and 2 of the bank transactions that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below. Late payments were cited in the CSD’s prior-year Annual Performance-Based Oversight Visit Reports at least for Fiscal Years 2019-2020 and 2020-2021.

**Check Register:**

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	P002345	6/7/2021	2/25/2021	ST PATRICK CHURCH, LOS ANGELES	\$637.57	02/21 - Management Contract Fee
	P002345	6/7/2021	2/25/2021	ST PATRICK CHURCH, LOS ANGELES	\$2,032.14	11/20 - Food Service Program



2	STD09/01/21G UAR_ACHM	10/12/2021	10/1/2021	GUARDIAN	\$3,092.09	Employee Insurance
	STD09/01/21G UAR_ACHM	10/12/2021	9/1/2021	GUARDIAN	\$4,346.04	Employee Insurance
3	P007753	11/16/2021	11/1/2021	8X8 INC	\$418.95	Office Phone Bill
	P007753	11/16/2021	10/1/2021	8X8 INC	\$420.42	Office Phone Bill
	P007753	11/16/2021	9/1/2021	8X8 INC	\$218.15	Office Phone Bill
				TOTAL	\$11,165.36	

**Bank Statement Transactions:**

Item #	Statement Date	Check Issuance Date	Invoice Due Date	Payee	Transaction Amount	Late Fees	Transaction Description
1	Jun-21	6/8/2021	6/1/2021	DR - THE GUARDIAN WAY GP INS	\$7,091.95	N/A	Employee Insurance
2	Jun-21	7/16/2021	7/8/2021	SPECTRUM	\$459.45	\$3.26	Business Internet/Voice
				TOTAL	\$7,551.40	\$3.26	

Page 7 of PazLo’s 2020-2021 Fiscal Policies and Procedures (FPP, dated Spring 2021) 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: “Given the instances of late fees noted during the prior oversight reports PazLo Education Foundation will incorporate procedures into its Fiscal Policies Handbook to avoid future occurrences. The updated policy will be shared with CSD prior to the end of the current fiscal year or as soon approved and reviewed by the Governing board.”



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 the school’s action plans concerning the above-noted findings and observations should be discussed at PazLo’s next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

**1. Declining Student 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 compares charter schools’ Norm Enrollment year-by-year to the approved enrollment capacity of 450 students for APEX Academy’s for its current charter term 2018-2022 (which was extended to June 30, 2024 pursuant to AB 130 Education Omnibus Budget Trailer Bill). APEX Academy reported 292 Norm Enrollment for Fiscal Year 2021-2022, which represents 158 students (or 35.11%) below its current approved 450 student enrollment capacity.

The school’s reported Norm Enrollment was 402, 363, 379, 350, and 292 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count has been trending downwards with the school reporting losses of 39, 29, and 58 students starting in Fiscal Years 2018-2019, 2020-2021, and 2021-2022 respectively. The school has an accumulated decline of 110 students or 27.36% since Fiscal Year 2017-2018.

<b>APEX Academy’s Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
7	58	54	45	39	33
8	45	59	57	45	44
9	59	50	73	58	43
10	65	61	59	66	55
11	85	62	66	58	62
12	90	77	79	84	55
<b>Total Enrollment</b>	<b>402</b>	<b>363</b>	<b>379</b>	<b>350</b>	<b>292</b>



<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>12</b>	<b>-39</b>	<b>16</b>	<b>-29</b>	<b>-58</b>
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In response to the CSD’s observation regarding the school’s declining Norm Enrollment since Fiscal Year 2018-2019 per the historical Norm Enrollment data, the APEX Executive Director indicated that: “The pandemic has greatly displaced thousands of families in the area leading to steep declines in enrollment for all area schools. Marketing campaign has been developed along with digital branding to attract students for enrollment.” The CSD will continue to monitor the school’s enrollment through oversight.

**2. Lack of Governing Board Approval:**

Based on the CSD’s review of the two LAUSD-authorized PazLo charter schools’ check register for the period spanning from December 1, 2020, through December 31, 2021, a sample of 30 checks and 14 bank transactions were selected for further review. The CSD noted 2 of the 30 vendor payments, that were approved by ExED, lacked approvals by the PazLo governing board. Details regarding these vendor payments are summarized below.

Item #	Check #	Check Issuance Date	Invoice Number	Payee	Invoice Amount	Check Amount	Transaction Description
1	P009059	12/14/2021	INV036585	FINALSITE	\$20,000.00	\$63,800.00	School Website Communication
	P009059	12/14/2021	INV036586	FINALSITE	\$35,000.00		School Website Communication
	P009059	12/14/2021	INV036589	FINALSITE	\$8,800.00		School Website Communication
2	A002547	12/10/2021	454194	REVOLUTION FOODS INC	\$11,147.02	\$11,147.02	Food Service Program
				TOTAL	\$74,947.02		

Page 4 of PazLo’s 2020-2021 Fiscal Policies and Procedures (FPP, dated Spring 2021) stipulates: “The Director and/or Principal may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$10,000.”



<p>In response to the CSD’s observation above, ExED explained that it was an unforeseen circumstance which required for the ExED representative to perform the approvals on behalf of the board member who was overseas and could not connect to the server. PazLo provided evidence of email approval by the governing board member for the ExED representative to approve in SpendBridge system.</p> <p>The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures and ensure that all invoices exceeding the \$10,000 threshold are properly approved by its governing board member or approved designee(s).</p> <p>The Charter Schools Division will continue to monitor the issues referenced above in the “Other Observations” section during the next oversight visit. The results may be factored into the school’s rating for next year.</p>	
<p><b>Corrective Action Required:</b></p> <p>None noted that require immediate action to remedy concerns in this report.</p>	





## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Lack of 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 2021-2022 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 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$1,857,654 and total expenditures equal \$4,663,977. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 39.83%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 253.5 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$1,131,710 and total expenditures equal \$4,663,977. Therefore, the school's cash reserve level is 24.26%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, charter management organization employees (when applicable), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 30 checks (and 14 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement and Other Observations above.
  - a. Check numbers (Hanmi Bank Operating Account Ending in X4717): P002345, A000840, E000770, P009059, A001405, A002547, P002980, P003791, A002643, STD09/01/21G UAR\_ACHM, 301531, P005551, P006174, 301524, 301363, P005545, P007753, P002482, 301519, P004051, P002235, 7847993092121\_ACHM, 301411, P002804, 301435, 301535, P002343, 301514, 301367 and 301537.
  - b. Reviewed 14 credit/(debit) transactions [transaction dates and amounts] (Hanmi Bank Checking Ending in X4717) for the months of June 2021 through November 2021 for sample testing. The transaction descriptions are: (1) 6/8/2021 – (\$7,091.95); (2) 6/30/2021 – (\$60.00); (3) 7/2/2021 – (\$141.18); (4) 7/16/2021 – (\$459.45); (5) 7/21/2021 – (\$52,335.84); (6) 7/30/2021 – (\$60.00); (7) 8/23/2021 – (\$116.43); (8) 9/7/2021 – (\$38.70);



(9) 9/30/2021 - \$42,818.00; (10) 9/30/2021 - \$91,089.00; (11) 10/8/2021 – (\$39.00); (12) 10/12/2021 – (\$1,204.90); (13) 10/21/2021 – (\$63,451.75); and (14) 11/30/2021 – (\$510.00).

16. The school has declared that it has no credit cards at this time.
17. Reviewed bank statements and bank reconciliations from June 2021 through November 2021. Selected the months of June 2021 through November 2021 for sample testing. No discrepancies were noted.
  - a. Hanmi Bank Checking Account Ending in X4717 (Main Operating Account)
18. A Segregation of Duties (SOD) review was conducted remotely at APEX via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school’s website.
21. The most current Audited Financial Statements are posted on the charter school’s website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school’s website.
24. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
26. Pursuant to AB 1871, a signed and dated 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.
27. APEX did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the charter school, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
28. The 2020-2021 audited and unaudited actuals nearly mirror each other.
29. Pursuant to the “Proposition 39 Request for Facilities Alternative Agreement” executed between LAUSD and APEX Academy on February 11, 2022, that resolved the over-allocation dispute pertaining to Fiscal Year 2020-2021, the charter school owed \$15,475 in Prop. 39 over-allocated space reimbursement fees to LAUSD. Per the LAUSD Charter Schools Accounting Unit, Check # 3015500, in the amount of \$15,475.24 and dated 4-22-2022, was received from APEX. As of the date of this report, APEX’s remaining outstanding balance owed is \$20,228 (from a payment plan, prior to February 11, 2022, between APEX and LAUSD). LAUSD will continue to monitor this matter through oversight.
30. According to the school’s back office services provider (ExED), APEX’s net loss of (\$49,355) reflected in its the 2017-2018 independent audit report was primarily attributed to the following factors:
  - a. A \$280,621 decrease in revenues, due mainly to lower than projected student enrollment & Average Daily Attendance (ADA).
  - b. An increase in certificated salaries, due to new teacher hires and the addition of a new testing data management position.
  - c. Increased facilities costs (Proposition 39 lease payments), which included space over-allocation fees; and increased instructional consulting expenses.
31. 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).



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Academic Performance Excellence Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/17/2022

**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 of 1-4]

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</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, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The 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, once prior to each charter renewal 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 reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

- 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
- 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
- 17. Audited and unaudited actuals nearly mirror each other;
- 18. Proper segregations of duties are in place;
- 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
- 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
- 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

- 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
- 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 16. There are no significant recurring issues;
- 17. Audited and unaudited actuals nearly mirror each other; and
- 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
- 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

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);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;
8. The LCAP 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.

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

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

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

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

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

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450





<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></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 significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;</li> <li>4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</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> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

- 6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
- 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
- 8. The most current governing board-approved LCAP is posted on the charter school's website; and
- 9. The LCAP is submitted to the appropriate agencies.

Note: 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.

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

Note: 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.

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