



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**CHARTER SCHOOLS DIVISION (CSD)**

**CHARTER SCHOOL ANNUAL PERFORMANCE EVALUATION**

(REVISED 08-21-12)

**Charter School Name:** APEX Academy **Location Code** 8690

**Board District:** 4 **Educational Service Center:** West **PSC/Prop 39** Prop 39

**Current Address:** 1309 North Wilton Place **City:** LA **Phone:** 323-817-6550

**Total Number of Staff Members:** 27

**Full Time** 27 **Part Time** 0 **Other Contracted Employees** None

**Verified Number of Students:** 324 **Grades Served:** 9-12

**Current Term of Charter:** July 1, 2012 to June 30, 2017

**Charter School's Leadership Team Members:** Alfonso Paz and Cesar Lopez, Principals

**Charter School's Contact for Special Education:** Ana Munoz

**Date/Term/Option for School's Current Special Education MOU:** Option 2

**Name of SELPA (Special Education Local Plan Area):** LAUSD **Comments Regarding SELPA** \_\_\_\_\_

**Assigned CSD Administrator:** Dana Edlis **CSD Fiscal Evaluator:** Joanne Vu

**Other Participants CSD Member(s):** Tom Nichols (12/11/12) and Rene Cardona (5/16/13)

**Program Review Date(s):** Dec 11, 2012 and May 16, 2013 **Fiscal Review Date:** \_\_\_\_\_



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## ANNUAL PERFORMANCE EVALUATION SUMMARY

<b>Quality Indicators Rubric</b> (4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory	<b>Rating</b>
<b>1. Student Achievement and Educational Performance</b> – demonstrating academic achievement for all students	<b>2</b>
<b>Areas of particular strength:</b> <ul style="list-style-type: none"> <li>• NOTE FOR CLARIFICATION FOR THIS SECTION OF THE REPORT. School leaders report that the majority of the students who attended APEX as an LAUSD school remained at APEX when the school became a charter school. For the purposes of this oversight visit and review, the CSD and school site leadership team looked at the historical data to identify trends and opportunities for growth. The CSD team also acknowledges that APEX is its first year of operation as a charter school and identifies as a new school and, therefore, has no baseline data from the CDE. First year schools with no CDE data typically receive a score of 2 – “Developing.”</li> </ul>	
<b>Areas in need of corrective action: N/A</b>	
<b>Areas noted for improvement: N/A</b>	
<b>2. Governance and Organizational Management</b> – fulfilling its fiduciary responsibility and being effectively led and managed as a public school	<b>2</b>



<p style="text-align: center;"><b>Quality Indicators Rubric</b></p> <p style="text-align: center;">(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory</p>	<p style="text-align: center;"><b>Rating</b></p>
<p><b>Areas of particular strength:</b></p> <ul style="list-style-type: none"> <li>• Governing board meetings are scheduled monthly.</li> <li>• Board member interviews revealed that the Board regularly reviews the school’s fiscal operations and that the school is operating within its approved budget.</li> <li>• The board is composed of members with diverse backgrounds and talents. Board members shared that they are looking into expanding the board to include a member with fundraising experience.</li> <li>• Board members report receiving training on the Brown Act.</li> <li>• School principals report that all 17 teachers are returning to the school next year. This is a significant gain from the 50% turnover rate of faculty in the more recent years before converting to a charter school.</li> <li>• The board president is actively engaged with the school, and reports visiting every classroom in April.</li> <li>• In response to lower attendance rates than planned, school leadership has charged their three (3) counselors with coming up with an attendance/intervention plan with the teachers over the summer.</li> <li>• Board members in collaboration with school leaders and teachers are in the final phases of creating the <i>Academic Performance Excellence Academy Assessment of Learning and Instruction</i>. The process consists of 2 formal observations in first and two in second semester all framed in the California Standards for Teaching. School leadership formally evaluates their teachers two times each semester. Classroom observations have focused on the beginning and ending of class, emphasizing the importance of being clear with objectives and agendas at the start of class, keeping students engaged, and reviewing a the end of class to check for understanding. The template is to include data points/goals to be evaluated for all teachers.</li> <li>• Parents are provided meaningful opportunities to participate in Parent Workshops, including topics such as College Options For Undocumented Students (AB540), Promoting Family Literacy and Education, How to Communicate With Your Kids, and a Drug Education Series. Over 15 parent workshops were scheduled this school year. School leadership is looking to partner teachers and parents in parent workshops meetings during the 2013-2014 academic year.</li> </ul>	
<p><b>Areas in need of corrective action:</b> N/A</p>	



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<p><b>Areas noted for improvement:</b></p> <ul style="list-style-type: none"> <li>• Board members expressed an interest in seeking additional training for board members so they can develop governing structures, policies and practices to effectively operate. CSD encourages board members to follow-up on this interest.</li> <li>• Board members acknowledged the need to develop the capacity of the board (i.e. oversee the instructional program and performance indicators). APEX’s board is encouraged to monitor academic and operational policies and practices.</li> <li>• School is encouraged to continue developing parent and student advisory committees as indicated in the charter petition. According to school leaders, the Parent Advisory Council (PAC) was recently developed in April 2013, but has not begun meeting.</li> <li>• Board members are encouraged to develop a structure by which the governing board formally and effectively evaluates school leadership and hold school and staff accountable to law.</li> <li>• School board is encouraged to comply with the Brown Act. CSD observed at the April 29 board meeting, the board did not approve the minutes from the previous month. School is also encouraged to place “public comment” at the beginning of the agenda so that comments can be heard prior to their related action item. Agendas should also include non-discriminatory facilities language.</li> <li>• The school board must also maintain and post board minutes in order to be in compliance with the Brown Act.</li> <li>• School leaders and school board need to ensure that record keeping is maintained and accurate. CSD cautioned the board about conducting business in a quorum. School board members acknowledge the opportunity to increase formality of the board structure and meetings. CSD encouraged the board to create agendas that are clear, specific, and reflect all of the activity of the meeting.</li> <li>• School board is encouraged to adopt a set of criteria to use evaluate the school directors.</li> <li>• School board is encouraged to increase their understanding of the differences in the roles and responsibilities of the board and their school leaders.</li> <li>• School board is encouraged to communicate to parents the means by which they can contact the board.</li> <li>• School is encouraged to continue to develop communication systems to resolve concerns of parents, students and staff.</li> <li>• At the time of the December 11, 2012 oversight visit, school did not provide evidence of credential for M. Munoz, history teacher. School reports that they anticipate her credential next month. CSD requests school to provide evidence of credential as soon as they receive it. On May 16, 2013, school leaders shared that the credential is still pending. School provided evidence of a letter dated September 14, 2012 which notified parents that the teacher had not yet completed the process for meeting NCLB requirements. On May 30, 2013, school provided verification that M. Munoz was issued a single subject teaching credential which expires on June 1, 2018.</li> <li>• Consider ways to increase participation at board meetings and in Parent Workshops.</li> </ul>	



<b>Quality Indicators Rubric</b>				<b>Rating</b>
(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory				
<b>3. Fiscal Operations – demonstrating sound management and use of public funds and meeting all regulatory requirements</b>				<b>2</b>
Description (OK)	2012-13 Preliminary Budget	2012-13 First Interim	<i>Most recent reports that the charter school provides 10/31/2012</i>	
Cash and Cash Equivalents	0	110,687	86,580	
Current Assets	0	760,669	86,580	
Fixed Assets	0		0	
<b>Total Assets</b>	0	760,669	86,580	
Current Liabilities	0	526,361	594,772	
Long Term Liabilities	0			
<b>Total Liabilities</b>	0	526,361	594,772	
<b>Net Assets</b>	0	234,308	<b>(508,192)</b>	
Total Revenues	2,846,782	2,840,842	181,467	
Total Expenditures	2,516,719	2,606,534	689,658	
<b>Net Income / (Loss)</b>	330,063	234,308	<b>(508,191)</b>	
<b>Reserves</b>	n/a	4%		
<b>Areas of particular strength: N/A</b>				
<b>Areas in need of corrective action: N/A</b>				



<p align="center"><b>Quality Indicators Rubric</b></p> <p align="center">(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory</p>	<p align="center"><b>Rating</b></p>
<p><b>Areas noted for improvement:</b></p> <ul style="list-style-type: none"> <li>October Income Statement presented to the board shows negative net assets of (\$508,192). At the time of the oversight visit, school has not received state funding yet. School will receive the allocation in December 2012 due to the late submission of the approved petition to California Department of Education.</li> </ul>	
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>October 31, 2012 Income Statement presents to the board shows net loss of (\$508,191.46). The reason is school has not received state funding until December 2012. School is selling its future receivable to Charter School Capital for the amount of \$577,000 to pay for operation expenses. School is also obtaining a line of credit from Pacific Western Bank for \$500,000.             <ul style="list-style-type: none"> <li>Bank statements and bank reconciliation were reviewed from July 1, 2012 to October 31, 2012. No discrepancies were noted</li> <li>Check register was reviewed. Check numbers 100001, 100009, 100012, and d 512253 were requested for review. All checks were properly signed.</li> <li>Cash Flow, Balance Sheet, and Profit and Loss Statement for October 31, 2012 were reviewed.</li> <li>Board minutes show approval on budget, financial reports, discussion of other financial matters such as obtaining a line of credit from bank, and the selling of receivable to Charter School Capital to pay for expenditures incurred prior to receiving state funding in December. There is no board minutes regarding the selection of independent auditor due to the site visit happened in October 2012. The board is going to start the process of selecting independent auditor in January 2013.</li> <li>STRS and 401B benefits for employees were provided.</li> <li>Inventory of equipment list was provided.</li> <li>Petition stated that the projected total enrollment for 2012/2013 is 350; Norm enrollment shows 334 students.</li> <li>Rating is 2 for new school because there is no audit to confirm the financial position of school.</li> </ul> </li> </ul>	
<p><b>4. Fulfillment of the Charter’s Educational Program</b> – implementing the educational program as approved by the LAUSD Board of Education</p>	<p align="center"><b>2</b></p>



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<p><b>Areas of particular strength:</b></p> <ul style="list-style-type: none"> <li>• School leadership has a clear understanding of the school’s mission and vision, and expressed having a particular focus on building a school community that reengages students who have been disenfranchised from education. To that end, the school utilizes Diploma Plus, a competency-based and standards-aligned approach to shape curriculum, instruction and assessment.</li> <li>• Students praised the school staff saying that the staff is dedicated, always encouraging, and gives freely of their time. They also commented that staff, “treat you like family.”</li> <li>• School provides one-hour after school tutoring in every subject from every teacher.</li> <li>• School provides a “Learning Center” class period to support Special Education students; otherwise the school operates a full-inclusion model so that all students with IEPs participate in A-G courses.</li> <li>• Students and parents expressed praise towards the school leadership and staff. Students shared that they appreciate the personal connections made between students and adults, and that they feel supported academically and personally. Parents shared that the school is a tight knit community where everyone makes it a point to get to know each other.</li> <li>• Students report that they are provided ongoing feedback from teachers and the administrators about their academic progress.</li> <li>• Document review reveals staff professional development has included the following topics: Diploma Plus, special education, curriculum development and collaboration, and meeting student social emotional needs.</li> <li>• The school employs two full time counselors to help to support the needs of all students.</li> <li>• The Diploma Plus program provides opportunities for students to revise and rework student work to demonstrate a higher level of proficiency.</li> <li>• Staff meets every Monday, as well as twice a month for three hours, where they discuss concerns and/or observations about students.</li> <li>• Teachers report that their professional development includes behavioral management strategies.</li> <li>• Document review reveals that a letter dated April 4, 2013 of a recent District Validation Review (DVR) finds that all items noted in the school action plan were brought into compliance.</li> <li>• School leadership has shared that School Pathways will be the student data management portal used in the upcoming 2013-2014 school year to help disaggregate academic and attendance data and create a means in which all stakeholder groups have access. In addition, Online diagnostic were purchased through Diploma Plus and will be implemented use of these diagnostics next year.</li> <li>• The school works to provide a personalized learning environment to support the needs of their student population, including their high-risk youth. Teachers are asked to analyze data, make predications on student performance and reflect upon subsequent outcomes to help to ensure that all students receive an appropriate educational program to graduate with all a-g requirements.</li> </ul>	



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<ul style="list-style-type: none"><li>CSD saw four student digital portfolio presentations to demonstrate summative assessment of their school-year assignments and were asked to make real-world connections to what they learned in class to life. Presentations revealed the personal support many of the students received from their teachers in their learning. They also provided an opportunity for students to reflect on their progress and the challenges they experienced this school year.</li></ul>	
<b>Areas in need of corrective action:</b> N/A	



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<p><b>Areas noted for improvement:</b></p> <ul style="list-style-type: none"> <li>The school is encouraged to continue to work with faculty to ensure that classroom instructional minutes have rigorous, engaging, standards-based opportunities for learning.</li> <li>The school is encouraged to continue to develop communication systems to facilitate collaboration between the SPED resource teacher and classroom teacher in order to effectively address the needs for students with disabilities.</li> <li>The school needs to familiarize itself with Welligent’s SER311L report and utilize the report to track the services provided as determined in their IEPs. School leader is encouraged to share this report with RSP teacher on a monthly basis.</li> <li>The school serves 42 students with IEPs. This special education population consists of 86% SLD, 12% OHI and .2% AUT. School is encouraged to ensure that their SPED spectrum is comparable to resident schools.</li> <li>The school’s MCD team should include General Education teachers and school may consider including any other staff members with expertise of special education.</li> <li>The school reclassification rate was 4% in 2011-2012, 9% in 2010-11, and 20% in 2009-2010. School is encouraged to maintain a reclassification rate comparable to district average. School was also advised to provide CELDT training to their staff, and was encouraged to engage teachers, parents and students in the awareness of English Language Development and the reclassification process.</li> <li>School is highly encouraged to implement online formative assessments with fidelity to further guide data conversations and provide ongoing data to guide teacher professional development, Board data discussions, identify areas of strength and need, and support student learning.</li> <li>Document review revealed that PD agendas could be written with greatly clarity, to reveal the school’s emphasis of clear instructional strategies/methodologies. Supporting documents are encouraged to be maintained.</li> <li>CSD requested that school ensure all documents are available for review during the scheduled oversight visits, and that school responds to requests for information from CSD in a timely fashion.</li> <li>School is aware of four (4) overdue student IEPs identified on the December 11th oversight visit. CSD requested evidence of bringing these IEP in compliance by January 18, 2013. Information was not received from the school. During a second oversight visit on May 16, 2013, IEP for one of the original four IEPs remained in RED. School must submit to CSD evidence of this IEP’s compliance ASAP, but no later than June 6, 2013. In addition, school will be providing document of four students whose IEP services are either missing or not current. On June 4, 2013, school provided evidence of bringing the IEP into compliance.</li> </ul>	



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<p><b>Other comments:</b></p> <ul style="list-style-type: none"> <li>Stakeholder interviews revealed APEX experiencing a history of teacher turnover as a result of budget cuts and teacher layoffs. School leadership reports as much as 50% teacher turnover each year for the past several years. Stakeholders report feeling encouraged that the faculty selected for year one of the charter schools are dedicated and motivated.</li> <li>School leadership is aware of the problems with the school elevators and continues to work with District personnel to work towards repair. CSD did mention that a parent brought this up during stakeholder interviews.</li> <li>School leaders are aware of the graffiti on hallway doors and continue to work with the plant manager to have it removed.</li> <li>APEX intends to expand to a SPAN school to serve students in grades 7-12.</li> <li>The school also intends to add a special education teacher for addition support in the 2013-2014 school-year.</li> </ul> <p><b>Other comments, which may include any concerns related to pending audits or investigations, lapse(s) in any mandatory insurance, service agreement disputes for PSC schools and OIM issues, such as access compliance/application/enrollment/lottery process concerns:</b></p> <p>N/A</p>	
<p><b>Sent to Governing Board President:</b></p> <p><b>Name :</b> <u>John Berns</u> <span style="float: right;"><b>Date:</b> _____</span></p>	



## SCHOOL PERFORMANCE SUMMARY

Below are the minimum criteria set forth in Education Code 47607(b) for schools in operation at least four years. Please note that LAUSD will consider other data in addition to these measures at time of renewal, i.e. School Performance Framework, Academic Growth Over Time, and benchmarks.

1. Attained its Academic Performance Index (API) growth targets in the prior year or in two of the last three years, or in the aggregate for the prior three years. [Charter School did/did not] attain its API growth target in the prior year. Its 2012 Growth API is [#], a [#] point growth from the 2011 API base of [#].
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. [Charter School did/ did not] rank in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years or in the prior year. CDE reports that the school's [year] state ranking is [#].
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or 2 of the last 3 years. [Charter School did/ did not] rank in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or 2 of the last 3 years. CDE reports that the school's [year] similar schools ranking is [#].
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.  
(B) The determination made pursuant to this paragraph shall be based upon all of the following:
  - (i) Documented and clear and convincing data.
  - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
  - (iii) Information submitted by the charter school.

Note: Also provide confirmation of the school's achievement results on the District's School Performance Framework.



## APPENDIX A: DOCUMENT GUIDE & RUBRICS

This document has been aligned with California State Board of Education's criteria for evaluating charter schools. Information gathered during this evaluation process serves as part of the school's overall record of performance, and provides important data for the CSD, Superintendent, and LAUSD Board of Education in making informed decisions about charter school performance and the charter renewal process. This form provides guidelines and criteria used by the CSD and charter schools to observe, record, evaluate, and reflect on school performance in these four categories:

- **Student Achievement and Educational Performance** –demonstrating academic achievement for all students
- **Governance and Organizational Management** – fulfilling its fiduciary responsibility and being effectively led and managed as a public school
- **Fiscal Operations** – demonstrating sound management and use of public funds and meeting all regulatory requirements
- **Fulfillment of the Charter's Educational Program** – implementing the educational program as approved by the LAUSD Board of Education

This four-point scale will be used to rate each category: (4) *Accomplished* (3) *Proficient* (2) *Developing* (1) *Unsatisfactory*. Ratings are based on information at the time of the review. Schools that earn a rating of (4) *Accomplished* may be asked to submit a summary of practice(s) that the school believes has contributed to its success. Accomplished schools' contributions to CSD's library of promising practices will serve as a means of improving the learning opportunities for all LAUSD students.

**Areas in need of corrective action** are findings that represent a break with the law, the approved charter, or LAUSD charter policy. The charter school is obliged to take immediate steps to remedy the identified concern.

**Areas noted for improvement** are items for further consideration and possible action by the school leaders and governing board of the charter school that are based on the professional judgment of the CSD visiting team members.



## **QUALITY INDICATORS & RUBRICS: STUDENT ACHIEVEMENT & EDUCATIONAL PERFORMANCE**

### **QUALITY INDICATORS**

**1.1 Educational Performance:** The charter school has clear, measurable outcomes and data that support how well students are doing in meeting outcomes.

Verify the charter school has clearly measurable outcomes and data that support how well students are doing in meeting outcomes.

For schools with state testing data, evaluate:

- the School Performance Framework rating that includes Academic Growth Over Time, where appropriate
- the school's STAR results in relation to resident and demographically comparable schools,
- the school's API score
- the school's progress toward meeting its Annual Yearly Progress (AYP), as defined by NCLB
- the school's proficiency rates for all subgroups as identified for purposes of AYP, including students with disabilities, English Learners, and socio-economically disadvantaged students, demonstrate a closing of the achievement gap
- the school's CAHSEE results (high schools only)
- other quantitative data, such as graduation rate and A-G offerings
- the reclassification rate and AMAOs for English learners

For schools without state testing data, evaluate that:

- standards-based, grade-level, or school-wide internal assessments are administered and show evidence of positive growth as indicated in the approved charter.



**RUBRICS**

*\* To be rated as an Accomplished school, a charter school must receive an API score of at least 800. If this is not the case, then the consideration of the appropriate rating will begin at the Proficient level.*

<p><b><i>A school that meets most of the criteria below would be assessed as Accomplished.*</i></b></p> <ul style="list-style-type: none"> <li>• The School Performance Framework rating is Excelling or Achieving.</li> <li>• The school has met AYP criteria for all subgroups.</li> <li>• The school-wide API meets or exceeds 800.</li> <li>• CST ELA and Math proficiency results exceed that of resident schools.</li> <li>• The similar schools rank is 8 or above.</li> <li>• The school's AGT in ELA and Math are above the district average.</li> <li>• The school has met all three AMAOs and reclassifies English Learners at a rate higher than District averages and consistent with applicable District and State reporting policies.</li> <li>• CAHSEE passage rate significantly exceeds that of resident schools.</li> <li>• Graduation rate significantly exceeds that of resident schools.</li> <li>• The school is not in PI status.</li> </ul>	<p><b><i>A school that meets most of the criteria below would be assessed as Proficient.</i></b></p> <ul style="list-style-type: none"> <li>• The School Performance Framework rating is Achieving or Service and Support.</li> <li>• The school has met AYP criteria for most subgroups.</li> <li>• The school-wide API meets or exceeds 775.</li> <li>• CST ELA and Math proficiency results are similar to those of resident schools.</li> <li>• The similar schools rank is at least six.</li> <li>• The school's AGT in ELA and Math are above the district average.</li> <li>• The school has met all at least two of the AMAOs and reclassifies at a rate similar to District averages and consistent with applicable District and State reporting policies.</li> <li>• CAHSEE passage rate meets or exceeds that of resident schools.</li> <li>• Graduation rate meets or exceeds that of resident schools.</li> <li>• The school is not in PI status.</li> </ul>
<p><b><i>A school that meets most of the criteria below would be assessed as Developing.</i></b></p> <ul style="list-style-type: none"> <li>• The School Performance Framework rating is Service and Support or Watch.</li> <li>• The school has met AYP criteria for some subgroups.</li> <li>• The school-wide API meets or exceeds 700.</li> <li>• CST ELA and Math results are below those of resident schools.</li> <li>• The similar schools rank is at least a five.</li> <li>• The school's AGT in ELA and Math are within the district average.</li> <li>• The school has met one of the AMAOs and reclassifies English learners at a rate below District average or shows limited evidence of adherence to applicable District and State reporting policies.</li> <li>• CAHSEE passage rate is below that of resident schools.</li> <li>• Graduation rate is below that of resident schools.</li> <li>• The school is in PI status.</li> </ul>	<p><b><i>A school that meets most of the criteria below would be assessed as Unsatisfactory.</i></b></p> <ul style="list-style-type: none"> <li>• The School Performance Framework rating is Focus.</li> <li>• The school has not met AYP criteria for any subgroups.</li> <li>• The school-wide API falls below 700.</li> <li>• CST ELA and Math results are far below those of resident schools.</li> <li>• The similar schools rank is below 5.</li> <li>• The school's AGT in ELA and Math are below the district average.</li> <li>• The school has not met the AMAOs and reclassifies English learners at a rate far below District average or inconsistent with applicable District and State reporting policies.</li> <li>• CAHSEE passage rate far below that of resident schools.</li> <li>• Graduation rate is far below that of resident schools.</li> <li>• The school has been in PI status for more than 2 years.</li> </ul>



## **QUALITY INDICATORS AND RUBRICS: GOVERNANCE & ORGANIZATIONAL MANAGEMENT**

### **QUALITY INDICATORS**

**2.1 Governing Board Establishment and Activities:** The charter school's governing board shall be established and maintained in accordance with law (including Brown Act) and with the charter (to the extent the charter does not conflict with law). The charter school's governing board shall maintain active and effective control of the charter school. The governing board shall meet regularly and its meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.

The school can readily provide:

- articles of incorporation
- board-approved bylaws (any changes to bylaws do not conflict with law, the approved charter, or LAUSD charter policy)
- a current list of governing board members with their current contact information, offices held, terms of office, and contact information
- annual calendar of board meetings with location, time, date, and directions (as appropriate) and its availability to parents and community members
- communication that notifies parents of the means by which they may contact board members
- evidence that parents and community members are afforded due process, including responsiveness/resolution to complaints and concerns

Verify that the charter school's governing board meets regularly and that its meetings are held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken. The board complies with all legal responsibilities and charter mandates, provides active support for the school's mission, offers sound fiduciary guidance, and initiates and/or reviews and adopts policies that contribute to the sustainability of the school.

Verify that:

- governing board meetings occur with at least the frequency stated in the charter
- board meetings, agendas, supporting materials, and board meeting minutes are maintained and posted, as appropriate, in accordance with the Brown Act
- the designated LAUSD representatives, including fiscal staff, as appropriate, are provided access to all board meeting notices, materials, and minutes

Review the activities of the governing board and verify that the governing board has maintained active and effective control of the charter school. The following are examples of evidence to be provided by the school/board that may indicate the governing board is active and effective.

Members:



- are diverse and representative of the school and the school's community and their skills and expertise enhance the school
- understand and can explain how they execute their fiduciary role in actively ensuring the school is fulfilling the terms of the charter
- annually evaluate the professional performance of the school leader(s)
- are accessible and provide for the exchange of ideas by soliciting expressions of candid opinions from all members of the school community
- review the school's academic achievement, operational performance, and finances on a regular basis and provide advisement, guidance, and resources as needed
- hold the school staff accountable for fulfilling the terms of its charter
- conduct ongoing self-assessment of the board, including its effectiveness in providing oversight, governance training and staff development

**2.2 Family, Faculty, and Staff Participation:** The charter school shall have a process in place that ensures that families, faculty, and staff may provide input regarding the charter school's effectiveness in such areas as student discipline, parent/guardian involvement, and the motivation of students to high academic achievement and good citizenship.

Verify that:

- the school provides documentation of stakeholder satisfaction surveys (mandatory for Title I schools)
- the school provides evidence that parents are provided with timely notification and access to board meetings
- parents/guardians/students are given accessible and relevant information about individual student progress and school-wide academic performance
- parents are provided with meaningful opportunities for involvement that are consistent with the school's charter and charter school law
- the school has developed links with community resources that benefit students and their families
- teachers and staff have a clear role in school governance
- the school provides evidence that parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (for high schools only)

**2.3 Human Resources Administration:** The charter school shall have sufficient NCLB compliant/credentialed faculty and staff to provide the educational program and support services and shall operate the facility in accordance with the charter, any applicable requirements of law, and the policies and directions of the charter school's governing board.

Verify that the charter school's governing board has:

- employed necessary administrative staff and vested those staff with the authority necessary to operate the school in accordance with the charter: human resources policies and procedures, including current job descriptions that accurately delineate roles, responsibilities, and qualifications



Verify that:

- faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the charter, any applicable provisions of law, and the policies and directives of the charter school’s governing board
- faculty and staff have received any necessary clearances such as DOJ fingerprinting and TB testing **prior** to employment, systems are in place to ensure that clearances are kept current, and the charter’s board has established policies governing situations, if any, under which the school administration may employ candidates with criminal convictions
- compliant procedures are in place for all mandated trainings, including but not limited to Child Abuse Reporting, FERPA, Section 504, emergency preparedness, and those delineated in the charter petition
- faculty and staff are annually evaluated in compliance with the terms of the charter
- appropriate parent notification of Title I “Right to Know” teacher qualifications were provided to parents of all students, and appropriate parent notification of NCLB non-compliant teachers and/or paraprofessionals was provided, if applicable

**2.4 Leadership and Management:** The charter school’s governing board shall ensure that the academic, organizational, and operational aspects of leadership and management at the school are met.

Verify that:

- the school leader has a strategic view of the direction for the work and development of the school in order to achieve the school’s mission
- regular monitoring and evaluation of the educational program as well as all aspects of school operations
- data are analyzed effectively to inform planning and organization
- the school has appropriate priorities and targets, and these are regularly reviewed and monitored for their impact on student learning and school development
- the leadership inspires and supports a shared commitment to improvement and to the capacity to succeed

Verify that:

- required reports and data are submitted within deadlines and the School Accountability Report Card is published within deadlines and electronically available.
- student records are maintained in a manner consistent with LAUSD’s policy related to student records
- state testing procedures are compliant with applicable law, properly followed, and consistently monitored
- the school does not charge tuition or its equivalent, such as fees for required course materials or curricular field trips
- the school’s pre-lottery and post-lottery enrollment forms comply with applicable law and the conditions delineated by the Office of the Independent Monitor
- school implements student recruitment and outreach activities to achieve diversity
- school maintains records related to “Founding Parents” policy (when applicable)



The school publishes and implements policies and regulations aligned with applicable law, the charter, and LAUSD charter policy including the following:

- conflict of interest
- handbooks—parent, student
- student discipline and due process
- employee discipline and due process
- parent complaint resolution and due process
- non-harassment of students and staff
- student immunization records, health testing, clearances, and screenings (certification for tDAP, as applicable)
- Family Educational Rights and Privacy Act policy and notices
- Section 504 compliance

**2.5 Learning Environment:** The school site is well-maintained and ensures the health and safety of students and staff.

Verify that:

- school has established and maintains emergency preparedness and safety measures
- school has appropriately secured the required building and safety certificates and permits (DOES NOT APPLY TO CO-LOCATIONS ON LAUSD PROPERTY)
- school's facilities are accessible to students with disabilities and comply with applicable codes
- school has made appropriate provisions for health and safety in common areas such as classrooms, restrooms, eating and recreation areas, and exterior spaces



**RUBRICS**

*\* A school with any staff that does not have a DOJ clearance **prior** to employment cannot receive a score under these criteria greater than 1. \* A school with any teacher of core instructional program who is not appropriately credentialed as per the school's current and adopted charter, and as per law, cannot receive a score under these criteria greater than 2.*

<p><b><i>A school that meets most of the criteria below would be assessed as Accomplished.</i></b></p> <ul style="list-style-type: none"> <li>• There is clear, strong evidence that the governing board and its organizational management always maintain 100% compliance with clearance requirements, including appropriately credentialed staff.</li> <li>• There is clear, strong evidence that the charter school's governance always complies with applicable law, the charter, and LAUSD charter policy.</li> <li>• There is clear, strong evidence that the governing board regularly monitors academic, operational, and fiscal policies and practices (timely submission).</li> <li>• There is clear, strong evidence that the governing board effectively evaluates school leadership and holds staff accountable to law and the charter.</li> <li>• There is clear strong evidence that the governing board engages in self-reflection.</li> <li>• There is clear, strong evidence that the governing board complies with the laws that govern charter schools, including the Brown Act, and conducts its Board meetings in an effective manner in adherence to the charter.</li> <li>• It is clearly evident that the governing board has an effective stakeholder communication system and protocols for resolving concerns. There is clear, strong evidence that the governing board always adheres to Memoranda of Understanding that have been established with LAUSD.</li> <li>• The school has many relationships with community organizations that lead to enhanced resources for students.</li> <li>• The school facility provides a safe and healthy learning environment for all students, including those with disabilities, as is required by law.</li> </ul>	<p><b><i>A school that meets most of the criteria below would be assessed as Proficient.</i></b></p> <ul style="list-style-type: none"> <li>• There is significant evidence that the governing board and its organizational management most often maintain 100% compliance with clearance requirements, including appropriately credentialed staff.</li> <li>• There is significant evidence that the charter school's governance consistently complies with applicable law, the charter, and LAUSD charter policy.</li> <li>• There is significant evidence that the governing board regularly monitors academic, operational, and fiscal policies and practices (timely submission).</li> <li>• There is significant evidence that the governing board effectively evaluates school leadership and holds staff accountable to law and the charter.</li> <li>• There is significant evidence that the governing board monitors and engages in self-reflection.</li> <li>• There is significant evidence that the governing board complies with the laws that govern charter schools, including the Brown Act, and conducts its Board meetings in an effective manner in adherence to the charter.</li> <li>• There is significant evidence that the governing board has an effective stakeholder communication system and protocols for resolving concerns.</li> <li>• There is significant evidence that the governing board primarily adheres to Memoranda of Understanding that have been established with LAUSD.</li> <li>• The school has some relationships with community organizations that lead to enhanced resources for students.</li> <li>• In most cases the school facility provides a safe and healthy learning environment for all students, including those with disabilities, as is required by law.</li> </ul>
<p><b><i>A school that meets most of the criteria below would be assessed as Developing.</i></b></p>	<p><b><i>A school that meets most of the criteria below would be assessed as</i></b></p>



<ul style="list-style-type: none"><li>• There is significant evidence that the governing board and its organizational management sometimes maintain 100% compliance with clearance requirements, including appropriately credentialed staff.</li><li>• There is partial evidence that the charter school's governance complies with applicable law, the charter, and LAUSD charter policy.</li><li>• There is partial evidence that the governing board monitors academic, operational, and fiscal policies and practices (timely submission).</li><li>• There is partial evidence that the governing board effectively evaluates school leadership and holds staff accountable to law and the charter.</li><li>• There is partial evidence that the governing board engages in self-reflection.</li><li>• The governing board partially complies with the laws that govern charter schools, including the Brown Act, and conducts its Board meetings in an effective manner in adherence to the charter.</li><li>• It is partially evident that the governing board has an effective stakeholder communication system and protocols for resolving concerns.</li><li>• The evidence indicates that the governing board partially adheres to Memoranda of Understanding that have been established with LAUSD.</li><li>• The school has few relationships with community organizations that lead to enhanced resources for students.</li><li>• In most cases the school facility provides a safe and healthy learning environment for all students, including those with disabilities, as is required by law.</li></ul>	<p><i>Unsatisfactory.</i></p> <ul style="list-style-type: none"><li>• There is evidence that the governing board and organizational management seldom maintain 100% compliance with clearance requirements, including appropriately credentialed staff.</li><li>• The charter school's governance does not comply with applicable law, the charter, and LAUSD charter policy.</li><li>• The governing board does not regularly monitor academic, operational, and fiscal policies and practices (timely submission).</li><li>• The governing board does not effectively evaluate school leadership or hold staff accountable to law and the charter.</li><li>• The governing board does not engage in self-reflection.</li><li>• The governing board has limited compliance with the laws that govern charter schools, including the Brown Act.. and has limited evidence that it conducts its Board meetings in an effective manner in adherence to the charter.</li><li>• There is no effective mechanism that the governing board has for resolving stakeholder complaints and protocols for resolving concerns.</li><li>• The evidence indicates that the governing board does not adhere to Memoranda of Understanding that have been established with LAUSD.</li><li>• The school has no relationships with community organizations that lead to enhanced resources for students.</li><li>• The school facility does not provide a safe and healthy learning environment for all students, including those with disabilities, as is required by law.</li></ul>
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## QUALITY INDICATORS & RUBRICS: FISCAL OPERATIONS

### QUALITY INDICATORS

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

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

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

- Most current month Balance Sheet
- Most current Income Statement (Statement of Activities)
- Most current Cash flow – to end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines
- Minutes of meetings when financial reports are presented to the board
  - Budget and approval of budget
  - Regular financial reports at regular board meetings
  - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actual, annual audit)
- Fiscal Procedures Manual (approved by their board, provide minutes if during current year)
- Other items requested in the visitation letter

At the site visit the evaluator provides the following:

- Financial ratios and analyses
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports

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

#### *Existing Schools*

- Current audit notes, findings and material weaknesses
- Results of prior/current year financial ratios
- Enrollment/ADA trends of the charter
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- See Rubric

#### *New Schools*



- Compare current enrollment count with the projection in the PENSEC Report
- Current total debt
- Current grant awards/other revenue
- Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense
- Expense and Receipts compared to Budget
- Results of current year financial ratios
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- See Rubric

**3.2 Budget:** Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.

- The board adopts and approves a fiscal procedures handbook. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board's regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board's receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.



**RUBRICS**

<p><i>A school that meets all of the criteria below would be assessed as Accomplished.</i></p> <p><b><u>Existing Schools:</u></b>        An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <ul style="list-style-type: none"> <li>• Net Assets are positive and exceed 4% or more of the prior year’s audited expenses</li> <li>• Cash balance as a percentage of the expenses of the current reports provided is compared to the cash of the corresponding month in the last year audited. The audit report shows that the ending cash was 5% or more of the audited expenses then the current reports presented are acceptable.</li> <li>• Two most current audits show no material weaknesses and findings</li> <li>• All financial ratios are within acceptable ranges</li> <li>• Enrollment is stable or changing at a manageable rate</li> <li>• No confirmed complaints from vendors or staff regarding late payments or failure to pay</li> <li>• The unaudited actuals are compared to the audit. The unaudited actuals are the school’s year end statement and should be nearly the same as the audit. The preliminary budget should be considered the fiscal plan for the school. Using the preliminary budget as a management tool is a reflection on the fiscal management of the school. The final fiscal position (audit) of the school should be close to the projections in the preliminary budget. Budget amendments will be taken into account.</li> <li>• Documented evidence of the involvement of all stakeholders in the budget development process           <ul style="list-style-type: none"> <li>○ Stakeholders               <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Parents</li> <li>▪ Community</li> </ul> </li> <li>○ Budget Process               <ul style="list-style-type: none"> <li>▪ Budget Development</li> <li>▪ Stakeholder meetings</li> <li>▪ Use of website</li> <li>▪ Board approval</li> </ul> </li> </ul> </li> </ul> <p>Note: Other circumstances can influence the designation of fiscally sound and will be noted in the evaluation.</p>	<p><i>A school that meets most of the criteria below in a significant manner would be assessed as Proficient.</i></p> <p><b><u>Existing Schools:</u></b>        An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <ul style="list-style-type: none"> <li>• Net Assets are positive and exceed 3% and are up to 4% of the prior year’s audited expenses</li> <li>• Cash balance as a percentage of the expenses of the current reports provided is compared to the cash of the corresponding month in the last year audited. The audit report shows that the ending cash exceeds 4% of the audited expenses then the current reports presented are acceptable.</li> <li>• Audit shows no current year material weaknesses and findings and prior year findings are resolved to the satisfaction of LAUSD</li> <li>• Most financial ratios are within acceptable ranges. Three of the four key ratios are within acceptable ranges</li> <li>• Enrollment is stable or changing at a manageable rate</li> <li>• There are no complaints from vendors or staff regarding late payments or failure to pay but they are resolved within two days from the day contacted the school</li> <li>• Prior year’s preliminary budget, interim reports, and unaudited actual are reasonably accurate when compared to annual audit, variations are not material</li> <li>• There is evidence of stakeholder involvement in the budget development process</li> </ul> <p>Note: Other circumstances can influence the designation of fiscally sound and will be noted in the evaluation.</p>
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<p><b><u>New Schools:</u></b>          A new school is one that does not have an audit on file with the Charter Schools Division. New schools receive a rating of 1 or 2.</p> <p><b><u>Advanced:</u></b>          The board will insure that GAAP standards are met. The board will adopt and insure the implementation of a fiscal procedures handbook. The board minutes reflect the review, analysis, and discussion of financial reports at regular board meetings. The minutes will reflect the board’s acceptance and/or approval of the reports. The minutes will reflect discussion on fiscal strengths and weaknesses. The reports will include balance sheet, income statement, cash flow, budget to actual (current), projection to the end of the fiscal year. This analysis will include the payment of all the payroll obligations. In addition, the Board will review the reports submitted to LAUSD. Those reports include first interim, second interim, unaudited actual, and the preliminary budget. The board will insure that the reports to the Federal Government, State Government, and LAUSD are submitted on time. The board will receive, review, and analyze the required annual audit. At least quarterly, the Board will review, discuss, and adopt the long-range financial plan for the school. The long-range plan will cover the current year and the coming two years. The format may be the same as the three year projected in the original/renewal petition. The minutes will reflect that the board will review the cash balances discuss the investments and bank balances. The minutes will reflect amendments to the budget.</p>	<p><b><u>New Schools:</u></b>          A new school is one that does not have an audit on file with the Charter Schools Division. New schools receive a rating of 1 or 2.</p> <p><b><u>Proficient:</u></b>          The board will insure that GAAP standards are met. The board will adopt and insure the implementation of a fiscal procedures handbook. The board minutes reflect the review, analysis, or discussion of financial reports at regular board meetings. The reports will include balance sheet, income statement, cash flow, budget to actual (current), projection to the end of the fiscal year. This analysis will include the payment of all the payroll obligations. In addition the Board will review the reports submitted to LAUSD. Those reports include first interim, second interim, unaudited actual, and the preliminary budget. The board will insure that the reports to the Federal Government, State Government, and LAUSD are submitted on time. The board will receive, review, and analyze the required annual audit. The minutes will reflect that the board will review the cash balances discuss the investments and bank balances. The minutes will reflect amendments to the budget.</p>
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<p><i>A school that meets most of the criteria below in a significant manner would be assessed as <b>Developing</b>.</i></p> <p><b><u>Existing Schools:</u></b></p> <ul style="list-style-type: none"> <li>• An existing school is one that has at least one annual audit on file with the Charter Schools Division</li> <li>• Net Assets are positive up to 3% of the prior year’s audited expenses</li> <li>• Have a cash reserve up to 3% of prior year audited expenses</li> <li>• Audit shows current and/or prior findings or material weaknesses</li> <li>• Only two of the major ratios are within acceptable ranges</li> <li>• Enrollment may not be stable or change may not be manageable</li> <li>• Some confirmed complaints from vendors regarding late payments or failure to pay but they are resolved within 3 days from the day Innovation and Charter Schools Division contacted the school. There are complaints about payroll payments.</li> </ul>	<p><i>A school that meets most of the criteria below in a significant manner would be assessed as <b>Unsatisfactory</b>.</i></p> <p><b><u>Existing Schools:</u></b></p> <ul style="list-style-type: none"> <li>• An existing school is one that has at least one annual audit on file with the Charter Schools Division</li> <li>• Net Assets are negative in two consecutive years</li> <li>• Has zero cash or shows negative cash balance</li> <li>• Prior and current year audit shows material weaknesses and findings are unresolved</li> <li>• All financial ratios are not acceptable</li> <li>• Enrollment is declining/not stable and has negative impact on revenue</li> <li>• Confirmed complaints from vendors regarding late payments or failure to pay There are confirmed complaints about payroll payments</li> <li>• Prior year’s preliminary budget, interim reports, and unaudited actual are not accurate when compared to annual audit</li> </ul>
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<ul style="list-style-type: none"> <li>• Prior year’s preliminary budget, interim reports, and unaudited actual are partially accurate when compared to annual audit</li> </ul> <p>Note: Other circumstances can influence the designation of fiscally sound and will be noted in the evaluation.</p>	<p>Note: Other circumstances can influence the designation of fiscally sound and will be noted in the evaluation.</p> <p>A charter school that receives an audit that issues a qualified opinion or a charter school that that is guilty of misfeasance or malfeasance with regard to the financial operation of the charter school will receive a rating of 1 (Unsatisfactory).</p>
<p><b><u>New Schools:</u></b>        A new school is one that does not have an audit on file with the Charter Schools Division</p> <p>All new schools receive a 2 or a 1 rating.</p>	<p><b><u>New Schools:</u></b></p> <ul style="list-style-type: none"> <li>• A new school is one that does not have an audit on file with the Charter Schools Division.</li> <li>• Enrollment is more than 40% less than what was estimated on the PENSEC report.</li> <li>• If enrollment is below the funding survey, the school has made no significant adjustments in their operations to allow for the reduced income.</li> <li>• Projected debt will cause the charter school to end the fiscal year with negative net assets. The non-profit may not be financially viable to support the school.</li> <li>• Interim reports and unaudited actuals project:           <ul style="list-style-type: none"> <li>○ Negative net assets</li> <li>○ Expenses more than receipts</li> <li>○ Projected expenses and receipts have significant variance from budget</li> <li>○ Key financial ratios are not acceptable</li> </ul> </li> <li>• Board fiscal review and analysis are not done. The minutes do not reflect board involvement.</li> </ul> <p>Note: For a new school the determination is based on evidence available because there is no audit. Key items, other than those listed above, used in the determination of fiscal soundness, will be listed. Other circumstances can influence the designation of fiscally sound and will be noted in the evaluation.</p>



LAUSD/CHARTER SCHOOLS DIVISION (CSD)  
**Charter School Annual Performance Evaluation**

SCHOOL NAME: APEX Academy  
DATE OF VISIT: Dec 11, 2012 and May 16, 2013

**Developing:**

The board will insure that GAAP standards are met. The board will adopt and insure the implementation of a fiscal procedures handbook. The reports will include balance sheet, income statement, cash flow, budget to actual (current), projection to the end of the fiscal year. The board will insure that the reports to the Federal Government, State Government, and LAUSD are submitted on time. The board will receive, review, and analyze the required annual audit. The minutes will reflect amendments to the budget.

**Unsatisfactory:**

The board may not have taken steps to insure that GAAP standards are met. The reports to the board may not include balance sheet, income statement, cash flow, budget to actual (current), projection to the end of the fiscal year. The board may not have taken steps to insure that the reports to the Federal Government, State Government, and LAUSD are submitted on time. The board may not have acknowledged the receipt of the required annual audit. The minutes may not reflect amendments to the budget.



## **QUALITY INDICATORS & RUBRICS: FULFILLMENT OF THE CHARTER'S EDUCATIONAL PROGRAM**

### **QUALITY INDICATORS**

**4.1 Adherence to the Charter:** Adherence to the approved educational program shall be verified by site visits and interviews with teachers, students, parents, and/or administrators, and by document review.

Verify the school's educational program, as documented in its approved charter, is reflected in all the school's work.

**4.2 Instructional Methods, Materials, and Professional Development:** The charter school shall have sufficient instructional methods, materials, and professional development necessary for the faculty and staff to implement the educational program.

Verify that the charter school is following the curricular and instructional programs described in its approved charter by visiting classrooms; observing instruction; engaging in informal discussions with faculty, staff, students (as appropriate), and parents/guardians; and reviewing samples of student work. Verify that the school:

- implements a standards-based instructional program aligned to the school's mission and vision (may include a plan for implementing Common Core Standards and transitional kindergarten)
- implements, monitors and modifies, as appropriate, its Master Plan for English Learners including identifying English learners in a timely manner, and consistent with applicable District and State reporting policies
- provides clear evidence of the implementation of the innovative components as stated in the charter and their impact on student achievement
- provides instructional materials for each content area and grade level as stated in the charter
- provides evidence of teaching strategies to support student learning for the targeted population and student subgroups as stated in the charter
- implements school-wide discipline policies and behavior expectations that support positive social and academic growth

Evaluate the quality of teaching and its impact by the extent to which teachers:

- utilize multiple assessments to measure student learning and guide instruction consistent with what is stated in the charter
- differentiate instructional methods to ensure that all students have access to grade level standards
- utilize effective instructional strategies for engaging students in rigorous, standards-based curricula and instruction
- set clear learning objectives that are evident during instruction and aligned to the standards being taught
- establish classroom environments appropriate to the grade that include: structures, rituals and routines, processes and protocols, classroom procedures and effective classroom management and discipline to maximize student learning



- use instructional time effectively
- utilize instructional technology and instructional support staff effectively to support student learning and mastery of the content standards
- implement innovative components of the instructional program as stated in the charter

Evaluate the extent to which students are:

- understanding the expected outcomes of lessons and master content standards
- engaged in relevant, standards-based activities in which they are asking questions, finding answers, and solving problems that promote learning and understanding of the content areas
- making connections to previous learning and experiences relevant to the content areas
- referring to criteria to evaluate their work and engaging in reflection of their work that leads to improvement

Using relevant documentation, evaluate the quality of professional development opportunities in curriculum and instruction, Special Education, and English Language Development. Review:

- evidence of professional development plans for teachers and staff that match the expected educational outcomes for the targeted population and subgroups of students as stated in the charter
- new teacher support policies and practices including, but not limited to, induction, so that teachers are NCLB-compliant
- professional development topics and follow-up opportunities for teachers to develop deeper understanding of their content areas and best practices

**4.3 Special Education:** The charter school shall actively identify students with disabilities, including suspected disabilities, assess them promptly, and develop Individualized Education Programs.

Verify that the charter school:

- provides Special Education programs and services in accordance with students' IEPs (including monitoring of Service Logs)
- provides Special Education training for staff in accordance with requirements of the Modified Consent Decree
- has completed the Special Education Self-Review Checklist in a manner that is consistent with what is observed
- maintains timely and accurate records in Welligent

**4.4 Material Revisions:** The charter school has ensured that any material revision(s) to the approved educational program, except for those deemed to be immaterial by the CSD, were approved by charter amendment.

Verify that any material revision(s) from the educational program as described in the charter, except for those deemed to be immaterial by the CSD, have been appropriately approved by charter amendment. This includes, but is not limited to, changes to school site location(s) and grades served.



## RUBRICS

<p><i>A school that meets most of the criteria below would be assessed as Accomplished</i></p> <ul style="list-style-type: none"><li>• All terms of the charter are implemented and any changes have been appropriately approved.</li><li>• The instructional program outlined in the charter is clearly evident. High student achievement has resulted from the consistent implementation of the charter.</li><li>• The school clearly and consistently implements, monitors and modifies, as appropriate, its Master Plan for English Learners including identifying English learners in a timely manner, and consistent with applicable District and State reporting policies.</li><li>• There is clear, strong evidence that the instructional program is standards-based and that students produce standards-based grade level work in classrooms.</li><li>• There is clear, strong evidence that the instructional delivery is differentiated to support the learning of the targeted student population and student subgroups as identified in the charter.</li><li>• The school consistently analyzes individual student data and implements effective intervention/differentiation strategies to address the learning needs of all students.</li><li>• There is clear, strong evidence the school actively identifies students with disabilities or suspected disabilities, assesses them promptly, and develops IEPs as necessary in a timely manner, and maintains records in Welligent.</li><li>• There is strong evidence the school provides Special Education programs in accordance with students' IEPs.</li><li>• There is clear, strong evidence in the instructional program of the innovative features described in the charter and their positive impact on student achievement can be documented.</li><li>• The school allocates resources in a manner consistent with the charter that clearly results in improved student achievement.</li></ul>	<p><i>A school that meets most of the criteria below would be assessed as Proficient</i></p> <ul style="list-style-type: none"><li>• Most terms of the charter are implemented and any changes have been appropriately approved.</li><li>• The instructional program outlined in the charter is evident. Significant student achievement has resulted from the consistent implementation of the charter.</li><li>• The school implements, monitors and modifies, as appropriate, most aspects of its Master Plan for English Learners including identifying English learners in a timely manner, and consistent with applicable District and State reporting policies.</li><li>• There is significant evidence that the instructional program is standards-based and that students produce standards-based grade level work in classrooms.</li><li>• There is significant evidence that the instructional delivery is differentiated to support the learning of the targeted student population and student subgroups as identified in the charter.</li><li>• In most aspects the school consistently analyzes individual student data and implements effective intervention/differentiation strategies to address the learning needs of all students.</li><li>• There is significant evidence the school actively identifies students with disabilities or suspected disabilities, assesses them promptly, and develops IEPs as necessary in a timely manner, and maintains records in Welligent.</li><li>• There is significant evidence the school provides Special Education programs in accordance with students' IEPs.</li><li>• There is significant evidence in the instructional program of the innovative features described in the charter and their positive impact on student achievement can be documented.</li><li>• The school allocates resources in a manner consistent with the charter but there is no clear evidence of improved student achievement.</li></ul>
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*A school that meets most of the criteria below would be assessed as Developing*

- Some terms of the charter are implemented and any changes have been appropriately approved.
- The instructional program outlined in the charter is partially evident. Limited student achievement has resulted from the implementation of the charter.
- There is limited evidence that the school implements, monitors and modifies, as appropriate, its Master Plan for English Learners including identifying English learners in a timely manner, and consistent with applicable District and State reporting policies.
- There is limited evidence that the instructional program is standards-based and students produce standards-based grade level work in classrooms.
- There is limited evidence that the instructional delivery is differentiated to support the learning of the targeted student population and student subgroups as identified in the charter.
- The school provides limited evidence that it implements effective strategies in response to individual student data analysis.
- There is limited evidence the school actively identifies students with disabilities or suspected disabilities, assesses them promptly, and develops IEPs as necessary in a timely manner, and maintains records in Welligent.
- There is limited evidence the school provides Special Education programs in accordance with students' IEPs.
- There is limited evidence in the instructional program of the innovative features described in the charter and their positive impact on student achievement.
- There is limited evidence that the school allocates resources in a manner consistent with the charter which results in improved student achievement.

*A school that meets most of the criteria below would be assessed as Unsatisfactory*

- Few, if any, terms of the charter are implemented and changes have not been appropriately approved.
- The instructional program outlined in the charter is not evident. Minimal student achievement has resulted from the implementation of the charter.
- There is minimal evidence that the school implements, monitors and modifies, as appropriate, its Master Plan for English Learners including identifying English learners in a timely manner, and consistent with applicable District and State reporting policies.
- There is minimal evidence that the instructional program is standards-based and that students produce standards-based grade level work in classrooms.
- There is minimal evidence that the instructional delivery is differentiated to support the learning of the targeted student population and student subgroups as identified in the charter.
- The school provides minimal evidence that it implements effective strategies in response to individual student data analysis.
- There is minimal evidence the school actively identifies students with disabilities or suspected disabilities, assesses them promptly, and develops IEPs as necessary in a timely manner, and maintains records in Welligent.
- There is minimal evidence the school provides Special Education programs in accordance with students' IEPs.
- There is minimal evidence in the instructional program of the innovative features described in the charter and their positive impact on student achievement.
- There is minimal evidence that the school allocates resources in a manner consistent with the charter which results in improved student achievement.



LAUSD/CHARTER SCHOOLS DIVISION (CSD)  
**Charter School Annual Performance Evaluation**

SCHOOL NAME: **APEX Academy**  
DATE OF VISIT: **Dec 11, 2012 and May 16, 2013**