LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT EVALUATION
2013-2014 SCHOOL YEAR
FOR

ACADEMIC PERFORMANCE EXCELLENCE (APEX) ACADEMY
Name of Charter School

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

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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:

1. Making decisions that put the interests of students first.
2. Serving with high expectations, integrity, and commitment.
3. Employing authentic and effective leadership and teamwork.
4. Adapting as a learning organization.
5. Building a healthy workplace culture where high performance and creativity thrive.
6. Developing productive relationships with charter school partners and all stakeholders.

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

Board District: **4**   **Educational Service Center:** **West**

Current Address: **1309 N. Wilton Place**   **City:** **Hollywood, CA 90028**   **Phone:**   **323-817-6550**

Total Number of Staff Members: **40**

Number of Students Currently Enrolled: **388**   **Grades Served:**   **7-12**

Enrollment Capacity per Charter: **450**

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

Charter School's Leadership Team Members: **Cesar Lopez and Alfonso Paz, Co-directors**

Charter School's Contact for Special Education:

CSD Assigned Administrator: **Dana K. Edlis**   **CSD Fiscal Evaluator:**   **Patricia Nunez**

Other Participants/CSD Team Member(s):   **Claudia Lara**

Program Review Date(s):   **December 5, 2013**   **Fiscal Review Date:** **December 5, 2013**

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CHARTER RENEWAL CRITERIA

In accordance with Education Code § 47605 and 47607, the Charter Schools Division considers the following criteria for renewal when reviewing a renewal petition submitted by a charter school:

- Confirmation that the charter school's performance has met the minimum criteria under Education Code section 47607(b), including considering increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal;
  APEX is in its second year of the charter term.

  Below are the minimum criteria set forth in Education Code 47607(b) for schools in operation at least four years:

  1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school. [YES]   [NO]

  2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. [YES]   [NO]

  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. [YES] [NO]

  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.

- Review of the charter petition to assess the soundness of the educational program; including the required affirmations and reasonably comprehensive descriptions of the 16 elements;

- Assessment that the petitioners are demonstrably likely to successfully implement the program;

- Confirmation of the academic, operational, and fiscal soundness of the charter school based on the Charter Schools Division oversight and the school's achievement results on the District's School Performance Framework.

DOCUMENT GUIDE

This document has been aligned with California State Board of Education's criteria for evaluating charter schools, as well as with the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. The District's oversight places an emphasis on performance as well as on the lead fiduciary role of the charter school's Governing Board in the overall success of the school for students, including compliance with applicable law, policy, and fulfillment of the approved charter. Information gathered during this evaluation process serves as part of the school's ongoing record of performance, and provides important data for the CSD, Superintendent, and the LAUSD Board of Education in making informed decisions about charter school performance and the charter renewal process. It also serves as information for the public at large. 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:

- _**Governance**_ – fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter public school, including its compliance with applicable law, policy and fulfillment of the charter as approved by the LAUSD Board of Education
- _**Student Achievement and Educational Performance**_ – demonstrating academic achievement for all students
- _**Organizational Management and Operations**_ – demonstrating effective leadership of, 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 meeting regulatory requirements

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

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.

Areas in need of corrective action are findings that represent a break with applicable law, LAUSD charter policy, or the approved charter. The charter school is obligated to take immediate steps to remedy the identified concern. CSD may also send appropriate notices to provide and document time-specific follow-up.

** PLEASE SEE ATTACHMENT A FOR RUBRICS AND QUALITY INDICATORS **

Charter School Performance Evaluation Report

NOTE: The ratings and findings provided are based on information gathered at the charter school during the annual oversight visit.

Rating Scale *(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory*	Rating
1. Governance – fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter public school, including its compliance with applicable law, policy, and fulfillment of the charter as approved by the LAUSD Board of Education.	**2**
Areas of particular strength: (G2) The governing board of the school has an efficient process in place for posting of Board materials and in the documentation of Board agendas and minutes. (G4) The governing board regularly reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter.	
Areas noted for improvement: (G3) The Board should more regularly agendize and monitor the academic performance of the school to ensure it fulfills its fiduciary responsibility. (G5) The Board should ensure that it has a system and appropriate documentation in place for school leadership evaluation. (G1) The governing board should implement and continually monitor systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing assignment requirements.	
Areas in need of corrective action: (Include the following information: type of notice sent; date of issuance; due date of response; date response received) Notice of Concern, issued January 7, 2014. Response due January 13, 2014. Response received January 21, 2014.	
Notes: • The score of "2" in this section is based upon CSD not being provided explicit assurance of vendor TB and DOJ clearances at the time of the visit. • The governing board is encouraged to further its growth and development as a board, including the expansion of its membership to improve capacity and to include additional areas of expertise. • The board should set clear goals and expectations for school leaders and staff. • The governing board should ensure the appropriate Title I notifications are being sent to stakeholders in a timely manner. • The Board should use the certification checklist as a guide to monitor the listed procedures more systematically.	

Rating Scale *(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory*	Rating
2. Student Achievement and Educational Performance – demonstrating academic achievement of all students	**2**

Areas of particular strength: (A2) The school has met API growth targets schoolwide and for all growth targets.
Areas noted for improvement: (A6) The school should work toward reclassifying English Learners at a rate similar to, or above, the District average. (A3) The school should continue to increase student proficiency levels.
Areas in need of corrective action: (Include the following information: type of notice sent; date of issuance; due date of response; date response received) None
Notes: The score of "2" is based on data for three rubric criteria.

	Rating
3. Organizational Management and Operations – demonstrating effective leadership of, and systems and procedures for, the day-to-day management of the school	**3**

Areas of particular strength: (O6) The school has made several strategic refinements to address the learning needs of its English Learner population, including but not limited to the following: designating one person as a full time testing coordinator; creating of an excel sheet to track EL students; helping all students to know their EL level; having different benchmarks for English Learners to make sure each student is on track to pass the CAHSEE; and reminding parents and students of the supports available. ELD standards are being taught in ELA classes and in an elective English class which is available as an additional opportunity for support and instruction. (O7) School leaders shared that the school discipline model is aligned with the DFP. Examples provided were: 1) having a low counselor to student ratio (two high school counselors, one middle school counselor); 2) having all discipline referrals managed by counselors aligning with the school's philosophy that every discipline issue has a social emotional component; 3) implementing a discipline process for every child that includes parent involvement and a supportive behavior plan; and 4) partnering with community agencies to provide support services to students and their families (i.e. Gateways offers free on-campus counseling, LA Promise Neighborhoods offers after school supports). (O1) The school-wide use of The Diploma Plus competency-based learning model addresses the unique needs of an at-risk student population. Community partnerships with LACC and Gateways help the school to support their mission and to provide additional supports to stakeholders.
Areas noted for improvement: (O5) The school should continue to work to correct errors in Welligent reporting system in order to maintain current and accurate records. (O2) Continue to support teacher development and the successful implementation of strategies to differentiate instruction maximize instructional time, and support the learning needs of all students.

Rating Scale *(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory*	**Rating**
Areas in need of corrective action: (Include the following information: type of notice sent; date of issuance; due date of response; date response received) Refer to NOC in Governance section.	
Notes: • According to school leaders, the school achieved a 100% teacher retention rate in its first year as a charter school.	
4. **Fiscal Operations** – demonstrating sound management, use of public funds, and meeting all regulatory requirements	**3**

Rating Scale	**Rating**
(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory	

Academic Performance Excellence Academy	2010-11 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	2011-12 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	2012-13 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	0	0	0		0	0	0	0		110,687	42,286	26,993	13,299
Current Assets		0	0	0	0		0	0	0	0		760,669	1,063,851	1,212,972	1,178,100
Fixed Assets		0	0	0	0		0	0	0	0		0	0	0	0
Total Assets		0	0	0	0		0	0	0	0		760,669	1,063,851	1,212,972	1,178,100
Current Liabilities		0	0	0	0		0	0	0	0		526,361	980,956	1,121,381	1,087,580
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	0	0	0		0	0	0	0		526,361	980,956	1,121,381	1,087,580
Net Assets		0	0	0	0		0	0	0	0		234,308	82,895	91,591	90,520
Total Revenues	0	0	0	0	0	0	0	0	0	0	2,846,782	2,840,842	2,736,994	2,699,497	2,699,497
Total Expenditures	0	0	0	0	0	0	0	0	0	0	2,516,719	2,606,534	2,654,099	2,607,906	2,608,977
Net Income / (Loss)	0	0	0	0	0	0	0	0	0	0	330,063	234,308	82,895	91,591	90,520
Reserves	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0.00%	4.25%	1.59%	1.04%	0.51%

Academic Performance Excellence Academy	Audited Financials 2009-10	2010-11	2011-12	2012-13	2013-14
Cash and Cash Equivalents	0	0	0	13,299	0
Current Assets	0	0	0	1,178,100	0
Fixed Assets	0	0	0	0	0
Total Assets	0	0	0	1,178,100	0
Current Liabilities	0	0	0	1,087,580	0
Long Term Liabilities	0	0	0	0	0
Total Liabilities	0	0	0	1,087,580	0
Net Assets	0	0	0	90,520	0
Total Revenues	0	0	0	2,699,497	0
Total Expenditures	0	0	0	2,608,977	0
Net Income / (Loss)	0	0	0	90,520	0
Reserves	#DIV/0!	#DIV/0!	#DIV/0!	0.51%	#DIV/0!

Academic Performance Excellence Academy	2013-14 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		10,932	0	0	0
Current Assets		868,574	0	0	0
Fixed Assets		0	0	0	0
Total Assets		868,574	0	0	0
Current Liabilities		748,538	0	0	0
Long Term Liabilities		0	0	0	0
Total Liabilities		748,538	0	0	0
Net Assets		120,037	0	0	0
Total Revenues	3,432,213	3,306,516	0	0	0
Total Expenditures	3,343,613	3,276,999	0	0	0
Net Income / (Loss)	88,600	29,516	0	0	0
Reserves	0.00%	0.33%	#DIV/0!	#DIV/0!	#DIV/0!

Rating Scale *(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory*	**Rating**
Areas of particular strength: **2012-13 Audit** Second year school with positive net assets and net income	
Areas noted for improvement: **2012-13 Audit** None noted.	
Areas in need of corrective action: (Include the following information: type of notice sent; date of issuance; due date of response; date response received) None	

Rating Scale *(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory*	**Rating**

Notes:

1. Charter school began operations in 2012-13.
2. Net Assets is positive: $90,520.
3. Net Income is positive $90,520.
4. Cash Reserve is .51% and below the recommended 5%.
5. Charter School's website should be strengthened to meet the Supplemental Criteria as stated in the CSD Financial Operations Rubric.
6. No audit findings, material weakness or deficiencies.
7. School's internal controls related to segregation of duties are satisfactory.
8. Fixed Assets, Operating Margin & Margin on Assets ratios are at recommended levels.
9. Current, Financial Health Index, Capitalization & Debt to Worth ratios are outside the recommended ranges.
10. Balance Sheet, Income Statement and cash flows provided for review.
11. Enrollment: 2013-14: 341 & 2012-13: 334.
12. Check register for June - November 2013 provided for review.
13. Selected checks and backup provided for review. No discrepancies noted.
14. Bank reconciliation and statements for June - October 2013 provided for review.
15. Minutes reflecting adoption of 2013-14 budget provided.
16. Minutes of meeting reflecting selection of auditor provided.
17. Minutes show review of financial reports routinely.
18. Minutes reflect approval of Fiscal Policy Handbook.
19. Equipment inventory provided.
20. No credit card issued to school.
21. School has no petty cash.
22. Pro Rata Share Charge paid to LAUSD for the school for the year ended June 30, 2013 was $261,434.

OTHER COMMENTS AND/OR BENCHMARKS (if applicable)

None

ATTACHMENT A: RUBRICS AND QUALITY INDICATORS

GOVERNANCE

Governance Rubrics

* A school that has any staff without DOJ clearance prior to employment cannot receive a score under these criteria greater than 1.

* A school with any teacher of the core instructional program who is not appropriately credentialed and assigned per legal requirements and the school's current and adopted charter cannot receive a score under these criteria greater than 2.

A school that meets most of the criteria below would be assessed as Accomplished.

RUBRIC	EVIDENCE
G1 (4): The governing board has implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing and assignment requirements. **G1 (3):** The governing board has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing and assignment requirements. **G1 (2):** <u>The governing board has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing and assignment requirements.</u> **G1 (1):** The governing board has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing and assignment requirements.	**G1(2)** <u>The governing board has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance requirements (DOJ and TB) and credentialing and assignment requirements..</u> Based on a review of Binder #1 the school did not provide evidence of being 100% compliant with applicable law. One Vendor did not provide explicit assurance of TB and DOJ clearances. On December 6, 2013, the school provided evidence of clearances from the vendor. As a strength, the school has created a month by month excel spreadsheet to track ongoing DOJ updates to ensure compliance.

RUBRIC	EVIDENCE
G2 (4): The governing board consistently complies with all material provisions of the Brown Act. **G2 (3):** The governing board complies with most material provisions of the Brown Act. **G2 (2):** The governing board complies with some material provisions of the Brown Act. **G2 (1):** The governing board complies with few material provisions of the Brown Act.	**G2(4)** The governing board consistently complies with all material provisions of the Brown Act . Interviews with two board members and a review of documents provided in Binder #1 showed that the Board was compliant.
G3 (4): The governing board regularly reviews and monitors school performance and other data to inform and evaluate decision-making. **G3 (3):** The governing board reviews and monitors school performance and other data to inform and evaluate decision-making. **G3 (2):** The governing board inconsistently reviews and monitors school performance and other data to inform and evaluate decision making. **G3 (1):** The governing board seldom reviews and monitors school performance and other data to inform and evaluate decision-making.	Based on an interview with governing board members and a review of board minutes, **G3(2)** the governing board inconsistently reviews and monitors school performance and other data to inform and evaluate decision making.
G4 (4): The governing board regularly reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter. **G4 (3):** The governing board reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter. **G4 (2):** The governing board inconsistently reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter.	**G4(4)** The governing board regularly reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter. A review of board minutes provided evidence of regularly agendizing fiscal matters.

RUBRIC	EVIDENCE
G4 (1): The governing board seldom reviews and monitors the school budget and funding to inform and evaluate resource allocation and use consistent with the charter.	
G5 (4): The governing board comprehensively evaluates school leadership. **G5 (3):** The governing board evaluates school leadership. **G5 (2):** <u>The governing board infrequently and/or partially evaluates school leadership.</u> **G5 (1):** The governing board rarely or never evaluates school leadership.	**G5(2)** <u>The governing board infrequently and/or partially evaluates school leadership.</u> The school did not provide sufficient evidence for the comprehensive evaluation of school leaders; neither in Governance section of Binder #3 nor in the interview with Board members. In an interview with two board members, one member shared that the board uses an evaluation created by High Bar. However, board meeting agendas could not corroborate that school leadership had been evaluated. Board members were unable to indicate the criteria they use to evaluate the school leaders.
G6 (4): <u>The governing board has implemented and monitors systems and procedures for the comprehensive evaluation of school staff.</u> **G6 (3):** The governing board has implemented and monitors systems and procedures for the evaluation of school staff. **G6 (2):** The governing board has partially implemented and/or inconsistently monitors systems and procedures for the evaluation of school staff. **G6 (1):** The governing board has not implemented and/or does not monitor systems and procedures for the evaluation of school staff.	Evidence in Binder #3 revealed **G6(4)** <u>the governing board has implemented and monitors systems and procedures for the comprehensive evaluation of school staff.</u>
G7 (4): The governing board has a highly effective stakeholder communication system for gathering input, sharing information, and resolving concerns. **G7 (3):** The governing board has an effective stakeholder communication system for gathering input, sharing information, and resolving concerns. **G7 (2):** <u>The governing board has an inconsistent stakeholder communication system for gathering input, sharing information, and resolving concerns.</u>	**G7(2)** <u>The governing board has an inconsistent stakeholder communication system for gathering input, sharing information, and resolving concerns.</u> Board members shared they have a goal this year to increase parent engagement and parent voice. Although parents are not attending board meetings, parents are invited through the posting of the board meeting announcements in the main office and via the school website. Board members expressed the desire to see the development of a newsletter or updates that would publish what is happening at Board meetings so this information is more accessible to parents.

RUBRIC	*EVIDENCE*
G7 (1): The governing board lacks a stakeholder communication system for gathering input, sharing information, and resolving concerns.	Although currently inactive, a board member shared that it is the intent for the parent advisory council to become active again this year.
G8 (4): The governing board has established and regularly monitors clear policies and procedures providing all stakeholders effective and appropriate complaint procedures and due process. **G8 (3):** The governing board has established and monitors policies and procedures providing all stakeholders appropriate complaint procedures and due process. **G8 (2):** The governing board has partially established and/or inconsistently monitors policies and procedures to provide stakeholder complaint procedures and due process. **G8 (1):** The governing board has not established and/or does not monitor policies and procedures to provide stakeholder complaint procedures and due process.	**G8(3)** The governing board has established and monitors policies and procedures providing all stakeholders appropriate complaint procedures and due process. Evidence contained in Binder #3 revealed appropriate complaint procedures.
G9 (4): The governing board has established and consistently monitors policies and procedures to ensure health and safety for all students and staff, including but not limited to school safety plan and training regarding child abuse awareness and blood borne pathogens. **G9 (3):** The governing board has established and monitors policies and procedures to ensure health and safety for all students and staff, including but not limited to school safety plan and training regarding child abuse awareness and blood borne pathogens. **G9 (2):** The governing board has partially established and/or infrequently monitors policies and procedures to ensure health and safety for all students and staff, including but not limited to school safety plan and training regarding child abuse awareness and blood borne pathogens.	**G9(4)** The governing board has established and consistently monitors policies and procedures to ensure health and safety for all students and staff, including but not limited to school safety plan and training regarding child abuse awareness and blood borne pathogens. Evidence presented in Binder #2 demonstrated that these procedures are in place.

RUBRIC	*EVIDENCE*
G9 (1): The governing board has not established and/or does not monitor policies and procedures to ensure health and safety for all students and staff, including but not limited to school safety plan and training regarding child abuse awareness and blood borne pathogens.	
G10 (4): The governing board promptly and appropriately responds to all CSD inquiries and requests, including Certification of Board Compliance Review and notices. **G10 (3):** The governing board responds to all CSD inquiries and requests, including Certification of Board Compliance Review and notices. **G10 (2):** <u>The governing board inconsistently responds to CSD inquiries and requests, including Certification of Board Compliance Review and notices.</u> **G10 (1):** The governing board rarely or inadequately responds to CSD inquiries and requests, including Certification of Board Compliance Review and notices.	**G10(2)** <u>The governing board inconsistently responds to all CSD inquiries and requests, including Certification of Board Compliance Review and notices.</u> CSD's ongoing oversight reveals incomplete and/or late responses from staff to CSD inquiries.

NOTES ON GOVERNANCE:

Governance Quality Indicators

Governance Quality Indicator #1 (G1):

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 that the governing board has established policies governing situations under which the school administration may employ candidates with criminal convictions

Governance Quality Indicator #2 (G2):

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

Governance Quality Indicator #3 (G3):

Verify that:
- there is a system in place for the regular monitoring and evaluation of the educational program as well as all aspects of school operations
- there is a system in place for data analysis to inform planning
- the school has appropriate priorities and targets, and that these are regularly reviewed for their impact on student learning and school development

Governance Quality Indicator #4 (G4):

Verify that:
- members understand and can explain how they execute their fiduciary role in actively ensuring the school is fulfilling the terms of the charter
- members review the school's academic achievement, operational performance, and finances on a regular basis and provide advisement, guidance, and resources as needed

Governance Quality Indicator #5 (G5):

Verify that:

- school administrator(s) is/are annually evaluated in compliance with the terms of the charter

Governance Quality Indicator #6 (G6):

Verify that:

- faculty and staff are annually evaluated in compliance with the terms of the charter

Governance Quality Indicator #7 (G7):

Verify that:

- members engage in communication that notifies parents of the means by which they may contact board members
- 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
- 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)

Governance Quality Indicator #8 (G8):

Verify that:

- The school publishes and implements policies and regulations aligned with applicable law, the charter, and LAUSD charter policy including, but not limited to, the following:
  - Student discipline and due process
  - Employee discipline and due process
  - Parent complaint resolution and due process

Governance Quality Indicator #9 (G9):

Verify that:

- school has established and maintains emergency preparedness and safety measures
- school has secured the appropriate 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

Governance Quality Indicator #10 (G10):

Verify that:

- The school publishes and implements policies and regulations aligned with applicable law, the charter, and LAUSD charter policy. Some key items are included in the Certification of Board Compliance Review form and supporting documentation identified in Visit Preparation Guide.

STUDENT ACHIEVEMENT and EDUCATIONAL PERFORMANCE

Student Achievement And Educational Performance 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.

** For schools without state standardized test data, rating will be based on internal assessments administered by the school.

RUBRIC	EVIDENCE
A1 (4): The School Performance Framework rating is Excelling or Achieving. **A1 (3):** The School Performance Framework rating is Achieving. **A1 (2):** The School Performance Framework rating is Service and Support or Watch. **A1 (1):** The School Performance Framework rating is Focus.	The school does not yet have an SPF rating; data is not available for Algebra I proficient and advanced, Algebra I FBB and BB, and 1st time CAHSEE pass rates.
A2 (4): The school has met API Growth Targets for all subgroups. **A2 (3):** The school has met API Growth Targets for the majority of subgroups. **A2 (2):** The school has met API Growth Targets for some subgroups. **A2 (1):** The school has not met API Growth Targets for any subgroups.	**A2(4)** The school met API growth targets school wide and for all student groups.
A3 (4): The school-wide API exceeds 800. **A3 (3):** The school-wide API exceeds 775. **A3 (2):** The school-wide API exceeds 700. **A3 (1):** The school-wide API is below 700.	**A3(1)** The school-wide API is below 700. The school's API is 629, an increase of 32 points from the 2012 Base API of 597.

RUBRIC	*EVIDENCE*
A4 (4): The school's AGT in ELA is far above or above the District average. **A4 (3):** The school's AGT in ELA is above the District average. **A4 (2):** The school's AGT in ELA is within the District average. **A4 (1):** The school's AGT in ELA are below the District average.	AGT data was not available at the time of the visit.
A5 (4): The school's AGT in Math is far above or above the District average. **A5 (3):** The school's AGT in Math is above the District average. **A5 (2):** The school's AGT in Math is within the District average. **A5 (1):** The school's AGT in Math are below the District average.	AGT data was not available at the time of the visit.
A6 (4): The school reclassifies English Learners at a rate higher than the District average. **A6 (3):** The school reclassifies English Learners at a rate similar to the District average. **A6 (2):** <u>The school reclassifies English Learners at a rate lower than the District average.</u> **A6 (1):** The school reclassifies English Learners at a rate lower than the District average.	**A6(2)** <u>The school reclassifies English Learners at a rate lower than the District average.</u> According to the CDE, in 2012-13 the school reclassified at a rate of 1%. Based on the interview with school leaders, the school is working with the State to correct the EL data. According to the school's data, they reclassified at a rate closer to 9%.

NOTES ON STUDENT ACHIEVEMENT:

Student Achievement and Educational Performance Quality Indicators

Student Achievement and Educational Performance Quality Indicator #1 (A1):
Verify:
- the School Performance Framework rating that includes Academic Growth Over Time, where appropriate

Student Achievement Quality Indicator #2 (A2):
Verify:
- 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

Student Achievement and Educational Performance Quality Indicator #3 (A3):
Verify:
- the school's API score

Student Achievement and Educational Performance Quality Indicators #4 and #5 (A4 and A5):
Verify:
- the school's AGT scores in ELA and Math

Student Achievement and Educational Performance Quality Indicator #6: (A6):
Verify:
- the reclassification of English learners

Additional items for consideration:
For schools without state testing data:
- standards-based, grade-level, or school-wide internal assessments are administered and show evidence of positive growth as indicated in the approved charter.
- the school's CAHSEE results (HIGH SCHOOLS ONLY)
- other quantitative data, such as 4-year cohort graduation rate and A-G offerings

ORGANIZATIONAL MANAGEMENT AND OPERATIONS

Organizational Management and Operations Rubrics

RUBRIC	EVIDENCE
O1 (4): The school has fully implemented the educational program described in the charter in accordance with the charter's mission and vision, including all innovative components. **O1 (3):** <u>The school has implemented the educational program described in the charter in accordance with the charter's mission and vision, including most innovative components.</u> **O1 (2):** The school has partially implemented the educational program described in the charter in accordance with the charter's mission and vision, including some innovative components. **O1 (1):** The school has not implemented the educational program described in the charter.	**O1(3)** <u>The school has implemented the educational program described in the charter in accordance with the charter's mission and vision, including most innovative components.</u> Documents available, classroom visits and an interview with leadership served as evidence of the rollout of the innovative components of the charter, including the school-wide use of The Diploma Plus competency-based learning model to address the unique needs of an at-risk student population. Community partnerships with LACC and Gateways help the school to support their mission and to provide additional supports to stakeholders. During the debriefing, leadership was encouraged to continue to explore ways to monitor classroom lesson plans to ensure instructional rigor. Also addressed was the recommendation to consider ways to ensure that instructional time is being maximized, and that students are held more accountable and teachers are not just calling on volunteers.
O2 (4): School leadership regularly monitors design and delivery of the instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the learning needs of all students. **O2 (3):** <u>School leadership monitors design and delivery of the instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the learning needs of all students.</u> **O2 (2):** School leadership intermittently monitors design and delivery of the instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the learning needs of all students. **O2 (1):** School leadership rarely monitors design and delivery of the	**O2 (3)** <u>School leadership monitors design and delivery of the instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the learning needs of all students.</u> School leaders are working with faculty to incorporate Robert Marzano's instructional strategies to increase student learning. Test prep and building block courses, and the use of Diploma Plus rubrics are used to support differentiation. Classroom observations revealed that Learning Targets were not evident in every classroom, and those present were not always specific. Differentiation strategies were not readily observed.

RUBRIC	EVIDENCE
instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the learning needs of all students.	
O3 (4): The school consistently collects, monitors, and analyzes student, grade, and school level performance data to inform and evaluate instructional decision making. **O3 (3):** <u>The school collects, monitors, and analyzes student, grade, and school level performance data to inform and evaluate instructional decision making.</u> **O3 (2):** The school infrequently collects and/or analyzes student, grade, and school level performance data to inform instructional decision making. **O3 (1):** The school rarely collects and/or analyzes student, grade, and school level performance data to inform instructional decision making.	**O3(3)** <u>The school collects, monitors, and analyzes student, grade, and school level performance data to inform and evaluate instructional decision making.</u> The school uses periodic assessments via Scan Tran to organize and track student performance data. Based on data review, honors classes were created for high achieving students. School leadership have a focus on Math given the school did not experience the same growth in Math as in ELA. Students are taking Geometry and Algebra to support learning in this content area.
O4 (4): The school has established and is implementing a comprehensive plan for the California Common Core State Standards and Smarter Balanced Assessments, including but not limited to professional development, classroom implementation, and technology readiness. **O4 (3):** <u>The school has established and is implementing a plan for the California Common Core State Standards and Smarter Balanced Assessments, which addresses professional development, classroom implementation, and /or technology readiness.</u> **O4 (2):** The school has started to implement a plan for the California Common Core State Standards and Smarter Balanced Assessments, including but not limited to professional development, classroom implementation, and technology readiness.	**O4(3)** <u>The school has established and is implementing a plan for the California Common Core State Standards and Smarter Balanced Assessments, including but not limited to professional development, classroom implementation, and technology readiness.</u> Documents available and an interview with leadership show efforts to address the CCSS roll out. According to school administrators, that Diploma Plus is CCSS aligned; ScanTran periodic assessments are adaptive tests and are similar to Smarter-Balance in that way; and all APEX students are being tested online.

RUBRIC	EVIDENCE
O4 (1): The school has not established a plan for the California Common Core State Standards and Smarter Balanced Assessments, including but not limited to professional development, classroom implementation, and technology readiness.	
O5 (4): The school has established and consistently monitors systems and procedures to comply with the Modified Consent Decree, actively identify students with disabilities or suspected disabilities, assess them promptly, develop IEPs as necessary in a timely manner, provide Special Education services and supports in accordance with students' IEPs, and maintain records in Welligent. **O5 (3):** The school has established and monitors systems and procedures to comply with the Modified Consent Decree, identify students with disabilities or suspected disabilities, assess them promptly, develop IEPs as necessary in a timely manner, provide Special Education services and supports in accordance with students' IEPs, and maintain records in Welligent. **O5 (2):** The school has partially established and inconsistently monitors systems and procedures to comply with the Modified Consent Decree, actively identify students with disabilities or suspected disabilities, assess them promptly, develop IEPs as necessary in a timely manner, provide Special Education services and supports in accordance with students' IEPs, and maintain records in Welligent. **O5 (1):** The school has not established and does not monitor systems and procedures to comply with the Modified Consent Decree, actively identify students with disabilities or suspected disabilities, assess them promptly, develop IEPs as necessary in a timely manner, provide Special Education services and supports in accordance with students' IEPs, and maintain current and accurate records in Welligent.	**05(2)** The school has partially established and inconsistently monitors systems and procedures to comply with the Modified Consent Decree, actively identify students with disabilities or suspected disabilities, assess them promptly, develop IEPs as necessary in a timely manner, provide Special Education services and supports in accordance with students' IEPs, and maintain records in Welligent. The school provided evidence through an administrative interview of a system in place to monitor SPED compliance. A review of Welligent reports revealed five IEPs in red. School leader shared that he is aware of these items and is working with SELPA and Welligent to correct errors contained in the Welligent reports.

RUBRIC	EVIDENCE
O6 (4): The school clearly and consistently implements, monitors and modifies, as appropriate, its Master Plan for English Learners, including but not limited to timely EL identification, progress monitoring, and reclassification. **O6 (3):** The school implements, monitors and modifies, as appropriate, its Master Plan for English Learners, including but not limited to timely EL identification, progress monitoring, and reclassification. **O6 (2):** The school partially implements, monitors and modifies, as appropriate, its Master Plan for English Learners, including but not limited to timely EL identification, progress monitoring, and reclassification. **O6 (1):** The school has not implemented and does not monitor and/or modify, as appropriate, its Master Plan for English Learners, including but not limited to timely EL identification, progress monitoring, and reclassification.	**O6(3)** The school implements, monitors and modifies, as appropriate, its Master Plan for English Learners, including but not limited to timely EL identification, progress monitoring, and reclassification. Based on last year's reclassification rate, the school has made several strategic refinements to address the learning needs of its English Learner population, including: the designation of one person as a full time testing coordinator, the creation of an excel sheet to track EL students; helping all students to know their EL level; having different benchmarks for EL to make sure each student is on track to pass the CAHSEE; reminding parents and students of the supports available; and creating a Period 8 to specifically working on areas where students did not demonstrate proficiency. ELD standards are being taught in ELA classes and an elective English class is available to double the opportunities for support and instruction.
O7 (4): School leadership fully and effectively implements the Discipline Foundation Policy, including alternatives to suspension, and consistently provides adequate due process for suspensions and expulsions. **O7 (3):** School leadership implements the Discipline Foundation Policy, including alternatives to suspension, and provides adequate due process for suspensions and expulsions. **O7 (2):** School leadership partially implements the Discipline Foundation Policy, including alternatives to suspension, and inconsistently provides due process for suspensions and expulsions. **O7 (1):** School leadership has not implemented the Discipline Foundation Policy, does not provide alternatives to suspension, and/or does not provide adequate due process for suspensions and expulsions.	**O7 (4)** School leadership fully and effectively implements the Discipline Foundation Policy, including alternatives to suspension, and provides adequate due process for suspensions and expulsions. School leaders shared that the school discipline model is aligned with the DFP. Examples provided were: 1) having a low counselor to student ratio (two high school counselors, one middle school counselor); 2) having all discipline referrals managed by counselors because, according to school leaders, "every discipline issue has a social emotional component and you just have to find it,"; 3) discipline process for every child includes parent involvement and a supportive behavior plan; and 4) Partnership with community agencies to provide support services to students and their families (i.e. Gateway offers free on-campus counseling, LA Promise Neighborhoods offers after school supports).

RUBRIC	EVIDENCE
O8 (4): The school has implemented and continually monitors a comprehensive professional development plan for teachers and staff that targets identified needs and aligns with the education program set forth in the charter. **O8 (3):** <u>The school has implemented and monitors a professional development plan for teachers and staff that mainly targets identified needs and aligns with the education program set forth in the charter.</u> **O8 (2):** The school has partially implemented and/or intermittently monitors a professional development plan for teachers and staff. **O8 (1):** The school has not adopted and/or implemented a professional development plan for teachers and staff.	**O8(3)** <u>The school has implemented and monitors a professional development plan for teachers and staff that mainly targets identified needs and aligns with the education program set forth in the charter.</u> Document review of ongoing professional development offerings was provided.
O9 (4): <u>The school site is clean and very well-maintained to provide a safe and healthy learning environment.</u> **O9 (3):** The school site is clean and well-maintained to provide a safe and healthy learning environment. **O9 (2):** The school site is generally clean and maintained. **O9 (1):** The school site is not clean and poorly maintained.	**O9(4)**<u>The school site is clean and very well-maintained to provide a safe and healthy learning environment.</u> Classroom visits served as evidence that the school is organized and clean.

NOTES ON ORGANIZATIONAL MANAGEMENT AND OPERATIONS:

- School reports 32% to 51% of students have gone to a 4-year university.
- At the time of the visit, the RSP teacher had been on maternity leave since the middle of October.

Organizational Management and Operations Quality Indicators

Organizational Management Quality Indicator #1 (O1):
Verify that the school's educational program:
- as documented in its approved charter, is reflected in all the school's work
- implements a standards-based instructional program aligned to the school's mission and vision
- provides clear evidence of the implementation of the innovative components as stated in the charter and their impact on student achievement
- that includes the innovative components are being implemented

Organizational Management Quality Indicator #2 (O2):
Verify that the charter school:
- is following the curricular and instructional programs described in its approved charter
- provides instructional materials for each content area and grade level as stated in the charter
- differentiates instructional methods to ensure that all students have access to grade level standards
- utilizes effective instructional strategies for engaging students in rigorous, standards-based curricula and instruction
- uses instructional time effectively

Organizational Management Quality Indicator #3 (O3):
Verify that the charter school:
- utilizes multiple assessments to measure student learning and guide instruction consistent with what is stated in the charter

Organizational Management Quality Indicator #4 (O4):
Verify that the charter school:
- utilizes instructional technology and instructional support staff effectively to support student learning and mastery of the content standards
- has a plan for the implementation and use of Common Core State Standards

Organizational Management Quality Indicator #5 (O5):
Verify that the charter school:
- provides Special Education programs and services in accordance with students' IEPs and terms of the Modified Consent Decree
- 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

Organizational Management Quality Indicator #6 (O6):

Verify that the charter school:

- Uses effective teaching strategies to support student learning for the targeted population and student subgroups as stated in the charter

Organizational Management Quality Indicator #7 (O7):

- *Verify that the charter school:* 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
- the charter school implements school-wide discipline policies and behavior expectations that support positive social and academic growth

Organizational Management Quality Indicator #8 (O8):

Verify that the charter school:

- provides 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

Organizational Management Quality Indicator #9 (O9):

Verify that the charter school:

- has made the appropriate provisions for health and safety in common areas such as classrooms, restrooms, eating and recreation areas, and exterior spaces

FISCAL OPERATIONS

Fiscal Operations Rubrics

A school that meets all of the Required criteria and most of the Supplemental Criteria listed below would be assessed as Accomplished.	*A school that meets all of the Required criteria and most of the Supplemental Criteria listed below would be assessed as Proficient.*

Existing Schools (based on the most current audit):
 An existing school is one that has at least one annual audit on file with the Charter Schools Division
 	
 REQUIRED CRITERIA
 ✶ Net Assets are positive
 ✶ Two most current audits show no material weaknesses, deficiencies and/or findings
 ✶ All vendors and staff are paid in a timely manner
 ✶ Board approves Fiscal Policies and Procedures
 ✶ Charter school adheres to Fiscal Policies and Procedures
 ✶ Board adopts annual budget
 ✶ Board approves amendment to the budget *(if applicable)*
 ✶ Board reviews fiscal reports submitted to LAUSD
 ✶ There is no conflict of interest
 	
 SUPPLEMENTAL CRITERIA
 1. Positive Net Assets exceed 4% of prior year 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 (Enrollment changes are reflected in annual budget and facilities)
 4. Requests for information are processed timely.
 5. A comprehensive website provides at a minimum **seven** of the following fiscal items:
    a. Current board approved financial reports
    b. Employee handbook
    c. Student handbook
    d. Salaries schedule/benefits/information
    e. Budget development process
    f. Board member information and meetings (date, time, location)
    g. Approved petition
    h. Administration/school contact
	Existing Schools (based on the most current audit):
	 An existing school is one that has at least one annual audit on file with the Charter Schools Division
	
	 REQUIRED CRITERIA
	 1. Net Assets are positive
	 2. Current audit shows no material weaknesses
	 3. All vendors and staff are paid in a timely manner
	 4. Board approves Fiscal Policies and Procedures
	 5. Charter school adheres to Fiscal Policies and Procedures
	 6. Board adopts annual budget
	 7. Board approves amendment to the budget *(if applicable)*
	
	 SUPPLEMENTAL CRITERIA
	 1. Positive Net Assets exceed 3% of prior year expenditures
	 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses
	 3. **Current** audit shows no deficiencies and/or findings
	 4. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)
	 5. Requests for information are processed timely.
	 6. A comprehensive website provides at a minimum **five** of the following fiscal items:
	    a. Current board approved financial reports
	    b. Employee handbook
	    c. Student handbook
	    d. Salaries schedule/benefits/information
	    e. Budget development process
	    f. Board member information and meetings (date, time, location)
	    g. Approved petition
	    h. Administration/school contact
	    i. School calendar
	    j. Enrollment policies and procedures

A school that meets all of the Required criteria and most of the Supplemental Criteria listed below would be assessed as Accomplished.	*A school that meets all of the Required criteria and most of the Supplemental Criteria listed below would be assessed as Proficient.*

i.   School calendar
    j.   Enrollment policies and procedures
    k.   Fiscal policies and procedures
6. Board selects audit firm
7. Board reviews fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow
8. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD
	k. Fiscal policies and procedures
	
	7. Board selects audit firm
	8. Board reviews fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow
	9. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD
	10. Board reviews fiscal reports submitted to LAUSD
	11. There is no apparent conflict of interest

<u>Note</u>: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.

A school that meets all of the Required criteria and most of the supplemental criteria listed below would be assessed as Developing.	*A school would be assessed as Unsatisfactory based on statement below*

<u>*Existing Schools (based on the most current audit)*:</u>
An existing school is one that has at least one annual audit on file with the Charter Schools Division
 	
               REQUIRED CRITERIA
• Net Assets are positive or strong trend toward positive. Must be positive third year and beyond.
• All vendors and staff are paid in a timely manner
• Board approves Fiscal Policies and Procedures
• Board adopts annual budget
 	
           SUPPLEMENTAL CRITERIA
• The cash balance at the beginning of the school year is positive
• Enrollment is stable or changing at a manageable rate (Enrollment changes
• are reflected in annual budget and facilities)Board selects audit firm
	<u>*Existing Schools (based on the most current audit)*:</u>
	An existing school is one that has at least one annual audit on file with the Charter Schools Division
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school is given a certain period of time to address the fiscal concerns of LAUSD but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget or has provided a feasible financial plan to mitigate negative fiscal condition. The charter board members lack fiscal capacity.
	
	<u>Note</u>: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.

A school that meets all of the Required criteria and most of the supplemental criteria listed below would be assessed as Developing.	*A school would be assessed as Unsatisfactory based on statement below*
- Board reviews fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow - Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD - Board reviews reports submitted to LAUSD - There is no apparent conflict of interest **Current** audit shows no material weaknesses, deficiencies and/or findings - Charter school adheres to Fiscal Policies and Procedures - Board approves any amendments to the budget Note: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.	
New Schools: - A new school is one that does not have an audit on file with the Charter Schools Division. - If enrollment is below the funding survey, the school has made significant adjustments in their operations to allow for the reduced income. - Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit is financially viable to support the school. - Interim reports and unaudited actuals project: - Positive net assets - Expenses less than receipts - Projected expenses and receipts have no significant variance from budget - Board fiscal review and analysis are done. The minutes reflect board involvement. Note: A new school is one that does not have an audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New	_New Schools:_ A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school is given certain period of time to address the fiscal concerns of LAUSD but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget or has provided a feasible financial plan to mitigate negative fiscal condition. The charter board members lack fiscal capacity. Note: A new school is one that does not have an 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.

A school that meets all of the Required criteria and most of the supplemental criteria listed below would be assessed as Developing.	*A school would be assessed as Unsatisfactory based on statement below*
schools receive a rating of 1 or 2. Note: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.	Note: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.

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:
- Financial reports presented to the Board at the last charter school board meeting
  - Balance Sheet
  - Income Statement (Statement of Activities)
  - Cash flow – to the 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)
  - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Procedures Manual (approved by their board, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:
- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools

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

Existing Schools	*New Schools*
- Current audit (notes, findings and material weakness, others) - 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 - Refer to Rubric	- 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 - Refer to Rubric

4.2 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.