



# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT** **2014-2015 SCHOOL YEAR** **FOR**

**ACADEMIC PERFORMANCE EXCELLENCE ACADEMY (APEX)**

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:

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



<b>Charter School Name:</b> APEX		<b>Location Code:</b> 8690	
<b>Current Address:</b> 1309 N. Wilton Place		<b>City &amp; Zip:</b> Hollywood, CA 90028	
<b>Current Term of Charter:</b> July 1, 2012 to June 30, 2017		<b>Board District:</b> 4	
<b>Number of Students Currently Enrolled:</b> 444		<b>Enrollment Capacity Per Charter:</b> 450	
<b>Total Number of Staff Members: 54</b>		<b>Certificated:</b> 28	
<b>Charter School's Leadership Team Members:</b>		<b>Classified:</b> 26	
<b>Charter School's Contact for Special Education:</b>		Cesar Lopez and Alfonso Paz, Co-Directors	
<b>CSD Assigned Administrator:</b> Dana K. Edlis		<b>Charter School's Contact for Special Education:</b> Ana Munoz	
<b>Other Participants/CSD Member(s):</b>		<b>CSD Fiscal Manager:</b> Patricia Nuney	
<b>Oversight Review Date:</b>		<b>Delia Castillo</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		<b>Fiscal Review Date:</b> January 22, 2015	
Yes		<b>LAUSD Co-Location Campus (if applicable):</b> Bernstein Complex	

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



**CHARTER RENEWAL CRITERIA**

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

Renewal Eligibility: To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2014-15 must meet at least one of the following criteria:	PREVIOUS THREE YEARS		
	2011-12	2012-13	2013-14
<b>CRITERIA 1:</b> Attained 2012 and 2013 Growth API targets, school wide and for all numerically significant subgroups.	YES	YES	NOT AVAILABLE
<b>CRITERIA 2:</b> Ranked in deciles 4 to 10 in the most recent API State Rankings (2013), or in two of the last three years (2011-2013).	NO	NO	NOT AVAILABLE
<b>CRITERIA 3:</b> Ranked in deciles 4 to 10 in the most recent API Similar Schools Rankings (2013), or in the last three years (2011-2013).	NO	NO	NOT AVAILABLE

**CRITERIA 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:** If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607 (b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

**Renewal Recommendation:** Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. Accordingly, the District’s process for determining a renewal recommendation includes the following:

- Determination whether the charter school meets the minimum academic performance criteria for renewal eligibility (Ed. Code § 47607(b));
- Analysis of the school’s academic performance data to determine whether and to what extent the school has produced increases in academic achievement for all numerically significant subgroups of students served by the charter school (Ed. Code § 47607(a)(3));
- Review of the charter petition to assess the soundness of the described educational program; ensure it contains the required affirmations; and ensure it contains reasonably comprehensive descriptions of 16 specific elements (Ed. Code § 47605(b)); and
- Assessment whether the petitioners are demonstrably likely to successfully implement the program, which includes review of the school’s record of past performance and future plans regarding academics, finances, and operations, as demonstrated in part by the results of annual Charter Schools Division oversight and the school’s achievement classification on the District’s School Performance Framework. (Ed. Code § 47605(b); 5 CCR § 11966.4.)

**DOCUMENT GUIDE**

In designing this document, the District has considered California Charter School law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. 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 the approved charter. Information gathered during this process serves as part of the school's ongoing record of performance, and provides important data for the CSD, Superintendent, and ultimately 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 reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the oversight visit 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 the instructional program, and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and meeting regulatory requirements

The tool uses a four-point rubric to rate each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Ratings are based on information gathered at the time of the review. A school that earns a rating of (4) *Accomplished* is encouraged to submit to the CSD a summary of those promising practices that the school believes have 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.

**The NOTES section may capture: 1) Areas of Demonstrated Strength and/or Growth; 2) Areas Noted for Further Growth and/or Improvement; and, if applicable, 3) Corrective Action Required**, which 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. As the authorizing agency, the District follows a "Tiered Intervention" approach when a charter school fails to perform or comply with law, policy, or approved charter. This approach involves notifying the school of specific issues and expecting a timely and appropriate response to each notice with supporting documentation.

Finally, this report is based on information gathered at the time of the annual oversight visit. Schools are expected to prepare for the visit and have available the documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below list key examples of information sources relevant to their respective indicators. Schools may present additional evidence on the day of the visit. CSD staff may request additional information and/or documentation as needed to conduct follow-up activities after the visit.



**Annual Performance-Based Oversight Visit Report**

GOVERNANCE	RATING
<p><b>Governance Rubrics:</b></p> <p><i>*If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a school cannot receive an overall score in this category greater than 1.</i></p> <p><i>*NOTE: The ratings and findings provided are based on information gathered at the time of the annual oversight visit to the charter school.</i></p>	3

**Governance Quality Indicator #1 (G1): Evaluation of Leadership**

The Governing Board has a system in place for the evaluation of school administrator(s) to ensure that:	
<ul style="list-style-type: none"> <li>• the school’s educational program yields high student achievement</li> <li>• the school complies with all applicable legal requirements</li> </ul>	
Rubric	Sources of Evidence
<b>Rating</b>	<p>G1 (2): The G.B. has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</p>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School performance data reports</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> Documentation related to leadership evaluation system</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>➤ Based on a narrative provided in Binder #3, the APEX Board is in the process of redesigning its principal evaluation system. The Directors will be required to develop a set of performance targets associated with each priority and the Board will then approve set targets for the upcoming year or request modifications. The Board has identified eight priorities to evaluate and measure the Director’s efficiency:               <ol style="list-style-type: none"> <li>1. Raise matriculation and retention rates</li> <li>2. Increase academic achievement and proficiency results</li> <li>3. Improve college access and readiness outcomes</li> <li>4. Escalate progression and graduation rates</li> <li>5. Build-up parent engagement and participation</li> </ol> </li> </ul>	



6. Develop staff efficacy
7. Improve operation structures and health
8. Grow APEX brand and marketing collateral

**Areas of Demonstrated Strength and/or Growth**

- The Board has been using the High Bar evaluation tool to evaluate the Directors.

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

- Although a narrative presented as part of the oversight document review revealed that the Board has identified eight (8) priorities in the evaluation of the Directors, a review of board meeting agendas and minutes did not provide evidence of Board member discussion on this. In fact, according to the board agenda for the June 16 board meeting, goals for the Directors were to be discussed. The minutes, however, only mentioned that the Board will continue to use High Bar for the Director’s evaluations. Goals were not mentioned or identified. The August 24, 2014 agenda mentioned that the Board will discuss the High Bar evaluations of the Directors. However, according to the minutes, the item was tabled pending further discussion amongst Board members. There was no evidence in subsequent board meeting agendas/minutes that the topic re-emerged. This does not align with the narrative provided by the school regarding the Board’s decision to develop a set of performance targets for the Directors. The Board must ensure that all Board discussions/decisions are appropriately documented and in compliance with the Brown Act.

**Governance Quality Indicator #2 (G2): Due Process**

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

- student discipline
- employee discipline
- parent complaint resolution

Rubric		Sources of Evidence
<b>Rating</b>	G2 (3): The G.B. has a well-developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and employee discipline and parent complaint resolution	<input checked="" type="checkbox"/> Handbooks <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**Notes:**

**Areas of Demonstrated Strength and/or Growth**

- According to the HR Policies/Procedures page provided in Binder #3, any complaints/grievances by employees will be brought to the attention of the Governing Board for due process. All staff applicants are required to provide medical clearance (including TB results), submit fingerprints for background



investigation, furnish a criminal record summary, provide proof of legal employment status, sign child abuse reporting requirement, and sign a drug-free environment requirement.

- Complaint procedures are delineated in the employee handbook including reporting parties/procedures, investigation, and responsive actions.

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

- School is encouraged to publish the general parent complaint policy in the Parent/Student Handbook or other means of universally distributed communication to ensure that the school provides sufficiently clear advance general notice of due process related policies and procedures. Consider including notice of specific issue and proposed action, and how the school provides a meaningful opportunity for parent/student to be heard (including opportunities for appeal, if applicable).
- Board is encouraged to ensure that the Parent/Student Handbook accurately reflects that APEX Academy is an independent charter school. Based on a review of the 2014-15 Parent/Student Handbook, there are over a dozen references to the “District” or related LAUSD personnel (e.g. Educational Service Center Instructional Area Superintendent) or offices to contact (e.g. LAUSD Foster Care Program). As an independent LEA, handbooks shall reflect the policies/procedures, staffing and resources of the school.
- The school is encouraged to clearly delineate the due process rights for students and parents in the Parent/Student handbook, including due process information related to the discipline policy.

**Governance Quality Indicator #3 (G3): Staff Employment**

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

- faculty and staff are credentialed, authorized and/or otherwise qualified for the positions for which they have been employed in accordance with the charter, applicable provisions of law, and the policies and directives of the charter school’s Governing Board
- the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- the Governing Board has established and monitors policies governing whether and under what circumstances the school may employ candidates with criminal convictions

Rubric		Sources of Evidence
<b>Rating</b>	G3 (2): The Governing Board has established some systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input type="checkbox"/> Board policies and procedures documentation <input checked="" type="checkbox"/> Teaching credentials <input checked="" type="checkbox"/> Criminal Background Certifications <input checked="" type="checkbox"/> Clearances and Credentialing Certification (NCLB Grid) <input checked="" type="checkbox"/> NCLB letter <input checked="" type="checkbox"/> Parent NCLB “Right to Know” letter <input type="checkbox"/> Other: (Specify)



**Areas of Demonstrated Strength and/or Growth**

- The organization responded to CSD’s recommendation and instituted a second Custodian of Records.

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

At the time of the visit:

- Two teachers had expired credentials. The school leaders reported that day-to-day substitutes are currently replacing the teachers whose credentials expired and that they have contacted two agencies to secure highly-qualified substitute teachers while the teachers clear their credential status.
- Three teachers did not hold appropriate credentials to teach the course(s) they were assigned to. 1) An RSP teacher who works on literacy with students with disabilities does not hold an appropriate credential to work with SWD. 2) Another teacher has a credential to work with adults, but is not credentialed to teach in a K-12 setting. 3) A Spanish teacher did not hold a credential.
- School shall ensure that appropriate NCLB letters are sent when circumstances require such.
- A non-certificated employee teaches PE, but according to the school leader the class is taught under the supervision of a PE teacher.
- Although several new employees had TB clearances many of them were not taken 60 days prior to employment as required by law. The school must ensure that all new employees have recent tuberculosis as required by law. The school’s score on this report will not be negatively impact by this finding, please note that the CSD expects full compliance moving forward.

**Governance Quality Indicator #4 (G4): Brown Act**

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board meeting agendas and supporting materials are maintained and posted, as appropriate, in accordance with the Brown Act

Rubric		Sources of Evidence
<b>Rating</b>	G4 (3): The Governing Board complies with most material provisions of the Brown Act	<ul style="list-style-type: none"> <li>☒ Board meeting agendas and materials</li> <li>☒ Board meeting minutes</li> <li>☒ Documentation of the school’s agenda posting procedures</li> <li>☒ Brown Act training documentation</li> <li>☒ Other: (Specify): CSD staff’s observation of the board meeting on January 26, 2015.</li> </ul>

**Areas of Demonstrated Strength and/or Growth**

- Based on documentation provided in Binder #2, the agendas are posted 3-4 days in advance of the meeting date outside the high school and middle school offices in addition to being posted on the website. A pre-recorded message is also sent to stakeholders to inform the community about upcoming Board meetings.
- According to the documents provided at the time of the visit, Brown Act training was provided on September 16, 2014 from Young, Minney and Corr.



- A review of Board documents provided evidence that teleconferencing locations are appropriately noted on board agendas.
- Request for disability related accommodations information, per ADA, is noted on the Board agendas.
- CSD staff’s observation of the board meeting provided evidence of the appropriate practice of voting via roll-call at the meeting.

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

- Based on a review of Board meeting agendas and minutes, and the CSD staff’s observation of the board meeting on January 26, 2015, the Board meeting could more closely adhere to Brown Act requirements in several ways.
  - Agenda items shall include items to be discussed in closed session. Consider that there are three types of Notice” obligations that accompany the conduct of a closed session to be in compliance with the Brown Act. 1) Each item must be briefly described on an agenda for the meeting. 2) Prior to adjourning to closed session, a board representative must orally announce the items to be discussed in closed session (this requirement may be satisfied by merely referring to the relevant portions of the agenda), and 3) once closed session has been completed, the board must reconvene in open session where it may be required to report votes and actions taken in closed session.
  - The agenda for the Special Meeting on December 12, 2014 did not provide the date of the meeting. The date of the meeting was determined from the meeting minutes. Please ensure that information contained in the agenda meets the Brown Act notice requirements.
  - Public comment is indicated as the last item on the agenda, prior to adjournment. The Board must ensure that members of the public have the opportunity to directly address the Board prior to any Board action on any item, as required by the Brown Act.
- Please ensure that board meeting agendas/minutes are sent to the CSD regularly.
- Based on document review, two meetings in the last year did not have sufficient quorum to hold a board meeting.

**Governance Quality Indicator #5 (G5): Organizational Structure**

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

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils
- school leadership

Rubric		Sources of Evidence
<b>Rating</b>	G5 (4): The Governing Board has fully implemented the organizational structure set forth in approved petition	<input checked="" type="checkbox"/> Board meeting agendas <input checked="" type="checkbox"/> Board meeting minutes <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Approved petition <input type="checkbox"/> Other: (Specify)



**Areas of Demonstrated Strength and/or Growth**

- APEX Academy is working with Cal State Dominguez Hills’ Innovative School Leadership Institute (ISIL) program, whose central goal is to change teacher practice—the most direct and sustainable way to improve student achievement. ISLI’s holistic growth model develops leadership character and skills, aligns theory and practice, and provides an authentic context in which to apply new learning. ISLI includes one-week summer sessions, online certificates in focused topics requested by school leaders, online book discussions, project conferences, and practicums in which school leadership teams apply their learning by designing and implementing projects in their own schools to improve teacher practice and school climate. Additionally, principals will be mentored by highly trained school leaders who participated in CSUDH’s two prior SLP-funded projects.
- According to school leaders, “Participating in the CSUDH Innovative School Leaders Initiative (ISLI) has been key to the development of APEX Academy’s directors as leaders and equity-minded educators. While a primary focus of ISLI is the personal growth and development of the leaders of the school, this is done in tandem with targeting of specific school needs to be directly addressed by the leaders of the school. The directors have had the opportunity to participate in 10 full days of professional development covering evaluation of instruction (EDI), data analysis and problem solving (Stanford’s D.School), restorative justice (Practices), and personal leadership development (Marty Linsky’s Adaptive Leadership). A major component of participation in ISLI is the completion of various relevant trainer certifications, which during the first year will be a trainer certification on the “Practice of Adaptive Leadership.”
- The Board has expanded to include members with legal expertise and additional members with experience in education.
- The organizational structure has been revised to reflect the growth of organization which has been influenced by the guidance received from Cal State Dominguez Hills. Changes reflect specific areas of oversight for each Director, and the building of additional leadership from within the organization.

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

- The Board is encouraged to continue its growth to include varied areas of expertise. According to the school leaders, there is interest in adding a Board member with particular experience/expertise in funding/development.

**Governance Quality Indicator #6 (G6): School Performance**

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



<b>Rating</b>	G6 (2): The Governing Board inconsistently monitors school performance and other data to inform decision-making	<input checked="" type="checkbox"/> School performance data and reports <input checked="" type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input type="checkbox"/> LCAP <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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**Areas of Demonstrated Strength and/or Growth**

- According to Board meeting minutes from the December 8 Board meeting, board members discussed the enrollment and attendance information for the school, notably the allocation of resources to support increase in attendance from 91% schoolwide.

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

- Based on a review of Board meeting agendas and minutes, the board has not reviewed, discussed or monitored the school’s academic data for the 2014-15 school year to inform its decision making. Board is encouraged to review academic data to ensure sound board decision-making for continuous improvement of student achievement, fiscal viability, and compliance, and to ensure school-wide excellence.

**Governance Quality Indicator #7 (G7): Fiscal**

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

- Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

	Rubric	Sources of Evidence
<b>Rating</b>	G7 (2): The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter	<input type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input type="checkbox"/> LCAP <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education Benchmarks within GOVERNANCE (if applicable):**



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
<p><b>Student Achievement and Educational Performance Rubrics:</b>  <i>* To be rated as an Accomplished school in this category, a charter school must have earned a schoolwide API score and a 3-year API average of at least 800. If this is not the case, then consideration of the appropriate rating for this category will begin at the Proficient level.</i>  <i>** For schools without state standardized test data, rating will be based on internal assessments administered by the school.</i></p>	1

**Student Achievement and Educational Performance Quality Indicator #1 (A1): API Growth Targets for Subgroups**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:			
<ul style="list-style-type: none"> <li>API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)</li> </ul>			
Rubric	Sources of Evidence		
<table border="1"> <tr> <th style="background-color: yellow;">Rating</th> <td>A1: No rating; data unavailable</td> </tr> </table>	Rating	A1: No rating; data unavailable	<input type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
Rating	A1: No rating; data unavailable		
<p><b>Notes:</b> 2014 API growth target data was not issued by the State.</p>			

**Student Achievement and Educational Performance Quality Indicator #2 (A2): API**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:										
<ul style="list-style-type: none"> <li>schoolwide API score</li> <li>3-year API average</li> </ul>										
Rubric	Sources of Evidence									
<table border="1"> <tr> <th style="background-color: yellow;">Rating</th> <td>A2 (1): The school-wide API or 3-year API average is below 700</td> </tr> </table>	Rating	A2 (1): The school-wide API or 3-year API average is below 700	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)							
Rating	A2 (1): The school-wide API or 3-year API average is below 700									
<p><b>Notes:</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #800000; color: white;"> <th></th> <th>Non-Weighted 3 Year Average API</th> <th>Weighted 3-Year Average API</th> </tr> </thead> <tbody> <tr style="background-color: #ffff00;"> <td><i>SchoolWide</i></td> <td>588</td> <td>584</td> </tr> <tr style="background-color: #ffff00;"> <td><i>Latino</i></td> <td>587</td> <td>583</td> </tr> </tbody> </table>			Non-Weighted 3 Year Average API	Weighted 3-Year Average API	<i>SchoolWide</i>	588	584	<i>Latino</i>	587	583
	Non-Weighted 3 Year Average API	Weighted 3-Year Average API								
<i>SchoolWide</i>	588	584								
<i>Latino</i>	587	583								



<i>Socioeconomically Disadvantaged</i>	587	583
<i>English Learners</i>	570	563
<i>Students with Disabilities</i>	435	436

**Areas of Demonstrated Strength and/or Growth**

- The data reveals that Growth APIs have increased for three consecutive years for the following: School Wide, Latino, SED and ELs.

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

- The school was unable to show consistent growth for its SWD, whose API average declined from 2012 to 2013.

**Student Achievement and Educational Performance Quality Indicator #3: (A3): Similar Schools Rank**

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

- Similar Schools Rank (CDE)

Rubric		Sources of Evidence
<b>Rating</b>	A3 (1): The Similar Schools Rank (CDE) is 4 or below	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)

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

- The 2013 Similar Schools Rank is 3.

**Student Achievement and Educational Performance Quality Indicator #4: (A4): Statewide Rank**

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

- Statewide Rank (CDE)

Rubric		Sources of Evidence
<b>Rating</b>	A4 (1): The Statewide Rank (CDE) is a 4 or below	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)



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

- The 2013 Statewide Rank is 1.

**Student Achievement and Educational Performance Quality Indicator #5 (A5): School Performance Framework (SPF)**

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

- LAUSD School Performance Framework (SPF) classification

Rubric		Sources of Evidence
<b>Rating</b>	A5: No rating; data unavailable	<input type="checkbox"/> LAUSD’s School Performance Framework report <input type="checkbox"/> Other: (Specify)

**Notes:**

1. The District has not issued SPF ratings for 2014.
2. Due to the suspension in state testing (AB484), there is no data available for the 2014 School Performance Framework

**Student Achievement and Educational Performance Quality Indicators #6 (A6): AGT in English Language Arts**

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

- Academic Growth over Time (AGT) results in English Language Arts (ELA)

Rubric		Sources of Evidence
<b>Rating</b>	A6: No rating; data unavailable	<input type="checkbox"/> LAUSD’s Academic Growth over Time reports <input type="checkbox"/> Other: (Specify)

**Notes:**

1. The District has not issued AGT outcomes for 2014.
2. Due to the suspension in state testing (AB484), there is no data available for the 2014 AGT.

**Student Achievement and Educational Performance Quality Indicators #7 (A7): AGT in Mathematics**

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

- Academic Growth over Time (AGT) results in Mathematics



Rubric		Sources of Evidence
<b>Rating</b>	A7: No rating; data unavailable	<input type="checkbox"/> LAUSD's Academic Growth over Time reports <input type="checkbox"/> Other: (Specify)
<b>Notes:</b> 1. The District has not issued AGT outcomes for 2014. 2. Due to the suspension in state testing (AB484), there is no data available for the 2014 AGT.		

**Student Achievement and Educational Performance Quality Indicator #8: (A8): English Learner Reclassification**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>English Learner reclassification rate</li> </ul>		
Rubric		Sources of Evidence
<b>Rating</b>	A8 (2): The school reclassifies English Learners at a rate lower than the District average	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
<b>Areas for Further Growth and/or Improvement</b> ➤ The school reclassified at a rate of 7% in 2013-14, which is significantly lower than the District average of 13.9%.  The school provided information that it reclassified 8 students out of 76 English Learners, resulting in a 10.5% reclassification rate during the 2013-14 year (which represents a rate lower than the District average). School leaders acknowledge that school reporting errors resulted in the erroneous rate and are pursuing a correction process with the State. The school is encouraged to strengthen its systems and procedures for data reporting to ensure accuracy.		

**Student Achievement and Educational Performance Quality Indicator #9: (A9): Internal Assessment of Academic Achievement and Progress**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>The school's internal assessments</li> <li>Other school academic achievement data, such as A-G completion and college acceptance rates</li> </ul>		
Rubric		Sources of Evidence
<b>Rating</b>	A9 (2): The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data	<input checked="" type="checkbox"/> Internal assessment reports <input type="checkbox"/> Other: (Specify)



**Notes:**

For the 2013-2014 school year APEX Academy used Scantron Testing as the internal assessment system. According to school leaders, the Scantron Testing did not generate a user-friendly format results for teachers to use, particularly when aggregating the data. The analysis provided by school leaders included the following outcomes for student subgroups:

1. English Learners (EL): ELs had the smallest growth in language arts, reading and math. This subgroup also showed some of the biggest drops by individual students.
2. Gifted: Gifted students all had consistent growth (ranging from a 50 to 100 points growth in reading, language arts and math) in all three testing cycles.
3. Socio-Economically Disadvantage: The majority of our school is socio-economically disadvantaged. The aggregation of Scantron by socio-economically disadvantage is the same for all our sub-groups.
4. Students with Disabilities: This sub-group had the lowest “Ability Estimate” growth, with the majority of students showing little or no growth. One positive take-away is that as a whole they held their own ground. This also became a major focus for APEX Academy for the 2014-15 school year.
5. Other subgroups-Foster/Probation Officer: Attendance is the greatest factor with this sub-group. Students with 10 or more absences showed a decline or no growth in their “Ability Estimate”. Students who had 10 or fewer absences had modest growth in their “Ability Estimate”.

**Areas of Demonstrated Strength and/or Growth**

- The school is currently using the NWEA as an internal assessment system.
- Based on Scantron testing for 2013-14 the middle school grades of 7th and 8th had gains in reading, language arts, and math. The overall “Ability Estimate” gains for reading were an average 45 points for 7th grade and 8th. ELA saw the greatest gain of an average 100 points; with math having a modest gain of an average 10 points.

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

- According to school leaders, “Although the high school experienced modest growth at the January/February testing, the school saw those gains disappear during May testing. Based on the May 2014 testing results, an average of 9-points was lost in Math, ELA lost 15 points overall, and reading had the greatest drop of 35 points overall.”
- School is encouraged to strengthen its literacy and presentation of internal data outcomes to demonstrate how the school is monitoring student growth, including that of subgroups and cohorts, to ensure the educational program is meeting the needs of all students.

**Progress on LAUSD Board of Education Benchmarks within STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**



ORGANIZATIONAL MANAGEMENT AND OPERATIONS	RATING
<p><b>Organizational Management and Operations Rubrics:</b></p> <p>* A school that does not have a Health, Safety, and Emergency Plan in place cannot receive an overall rating in this category greater than 1.</p> <p>* A school that has not conducted child abuse awareness training cannot receive an overall rating in this category greater than 1.</p> <p>* A school that has <u>any new</u> staff for the current academic year without criminal background (DOJ) clearance prior to employment cannot receive an overall rating in this category greater than 1.</p> <p>* 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 an overall rating in this category greater than 2.</p> <p>* NOTE: The ratings and findings provided are based on information gathered at the time of the annual oversight visit to the charter school.</p>	3

**Organizational Management Quality Indicator #1 (O1): Evaluation of Staff**

<p><i>The school has a system in place for the evaluation of school staff to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>	
Rubric	Sources of Evidence
Rating	<p>O1 (2): The school has a partially developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</p> <p><input checked="" type="checkbox"/> School performance data reports</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>
<p><b>Notes:</b></p> <p><b><u>Areas of Demonstrated Strength and/or Growth</u></b></p> <ul style="list-style-type: none"> <li>➤ Binder #3 documentation provided evidence of an evaluation system in place for faculty members which includes personal professional growth commitment sheets using the California Standards for the Teaching Profession to identify goals and assessment data points.</li> <li>➤ A classified evaluation template was provided that indicates general and specific goals set by management as well as self-reflection by the employee.</li> </ul> <p><b><u>Areas for Further Growth and/or Improvement</u></b></p> <ul style="list-style-type: none"> <li>➤ Consider additional/revised strategies for the coaching and evaluation of school staff to ensure the educational program yields high student achievement.</li> </ul>	



**Organizational Management Quality Indicator #2 (O2): Health & Safety**

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• the school has a current site-specific comprehensive Health, Safety, and Emergency Plan</li> <li>• the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency</li> <li>• school staff receives annual training on child abuse awareness and reporting</li> <li>• school staff receives annual training on the handling of blood-borne pathogens</li> </ul>	
Rubric	Sources of Evidence
<b>Rating</b>	<p>O2 (3): The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Certificate of Occupancy or equivalent</li> <li><input checked="" type="checkbox"/> Health, Safety, and Emergency Plan</li> <li><input checked="" type="checkbox"/> Evacuation route maps</li> <li><input checked="" type="checkbox"/> Documentation of school emergency drills</li> <li><input checked="" type="checkbox"/> Child abuse awareness training documentation</li> <li><input checked="" type="checkbox"/> Blood-borne pathogens training documentation</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
<p><b>Notes:</b></p> <p><u>Areas of Demonstrated Strength and/or Growth</u></p> <ul style="list-style-type: none"> <li>➤ School leaders shared that vision, hearing and scoliosis health screenings are scheduled in the second and third week of April.</li> <li>➤ The school provided documentation of earthquake drills as part of Bernstein Complex. School safety plan team meeting documentation was also provided.</li> <li>➤ An incident command team with designated staff roles as part of the Safe School Plan was provided.</li> </ul> <p><u>Areas for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>➤ School shall ensure that evacuation maps are posted in each classroom.</li> </ul>	

**Organizational Management Quality Indicator #3 (O3): Implementation of the California Academic Content Standards**

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>• implemented the California academic content standards, including the Common Core State Standards (CA CCSS), to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served</li> <li>• obtained WASC accreditation (high schools only)</li> <li>• implemented a system to monitor student progress toward A-G requirements (high schools only)</li> <li>• received UC/CSU approval of courses (high schools only)</li> </ul>
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	Rubric	Sources of Evidence
<b>Rating</b>	O3 (3): The school has substantially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> WASC documentation: WASC accredited through June 30, 2020. <input type="checkbox"/> UC Doorways course approval documentation <input type="checkbox"/> Other: (Specify)

**Notes:**

**Areas of Demonstrated Strength and/or Growth**

- The school has focused on a schoolwide initiative to implement Explicit Direct Instruction (EDI) as the content delivery system to support memory development.
- APEX Academy is using the following CCSS textbooks: Glencoe Math Common Core State Standards aligned textbook (grades 7 and 8), Pearson Algebra 1, Geometry and Algebra 2 Common Core textbooks.
- DataWorks guidance is being utilized in professional development (funded by Cal State Dominguez Hills ISIL program), including “Optimizing Common Core Classroom Productivity Index, Common Core Learning Objectives and Essential Tools (ELA 7), Common Core Assessments (ELA 7), Common Core Assessments (Math 11<sup>th</sup> grade); Science Learning Objectives and Essential Tools.
- Professional development has been used to train staff of using test results to inform instruction to better prepare for the SBAC testing in the Spring.
- Based on classroom walkthroughs, learning objectives were clearly posted and/or discussed in most classrooms.
- Vocabulary emphasis was evident based on a tour of some classrooms with teachers repeating key terms and having student speak using the language of the discipline in their answers.

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

- While students were seating in groups in most classrooms, based on observations, students were not always working collaboratively. Consider increasing rigorous learning activities that increase opportunities for student engagement/academic discourse to support the learning objective.
- Consider instructional strategies that increase the use of higher order questions.
- School is encouraged to strengthen its implementation of literacy standards across all content areas.
- The school may benefit from increasing student use of technology in classrooms.

**Organizational Management Quality Indicator #4 (O4): Implementation of Innovative Components of the Charter**

*The school has implemented the innovative components described in the charter*

Rubric	Sources of Evidence
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<b>Rating</b>	O4 (4): The school has fully implemented the innovative components of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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<p><b><u>Areas of Demonstrated Strength and/or Growth</u></b></p> <ul style="list-style-type: none"> <li>➤ School leaders shared that APEX Academy was created by LAUSD to implement the alternative program called Diploma Plus (DP) which is based on a competency based model. The DP model is aligned with the California Common Core and uses all the California academic content standards. Student work is measured based on rubrics that clearly explain what mastery looks like for each level (Emerging, Capable, Bridging, Proficient, and Advance). APEX’s goal is to have students achieve proficient level on all assignments. This is achieved by allowing students to resubmit authentic assessment with the help of their teacher, so each student understands the improvements needed to achieve proficiency.</li> <li>➤ The school identifies its strengths in the ability to engage students by understanding their socio-emotional and economics issues and how these impact their education, and in the competency based academic program and the fidelity with which staff implements the program. Students move from one class to the next with clear expectations of what is expected as they solve real-world problems in their authentic assessments.</li> <li>➤ During the upcoming school year, APEX plans to add at least 2-3 more school leaders (teachers, counselors, etc.) to participate and go through the same growth development process the directors are currently experiencing in the Cal State Dominguez Hills’ Innovative School Leadership Institute (ISIL) program. The take-away with the expansion of the ISLI opportunity onto more APEX leaders is that it will help to prepare the school to grow leaders who will continue the vision, and mission of APEX Academy to reach ANY STUDENT, ANY TIME, ANY WHERE.</li> <li>➤ The school provides students the option of an accelerated 3-year graduation plan.</li> </ul>	
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**Organizational Management Quality Indicator #5 (O5): Meeting the Needs of All Students**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the needs of all students</li> <li>• implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, and reclassification)</li> <li>• has appointed a designee to assist and support foster youth</li> </ul>
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<b>Rubric</b>	<b>Sources of Evidence</b>
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<b>Rating</b>	<p>O5 (3): The school has substantially implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs</p>	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Data reports <input type="checkbox"/> Other: (Specify)
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**Areas of Demonstrated Strength and/or Growth**

- Based on discussions with school leaders, the school has appointed a designee to assist foster youth. In addition, the school partners with community agencies (e.g. Korea town Youth Community Center and My Friends Place) to provide supports to foster youth and their families.
- In order to better track the needs of progress of APEX student alumni, the school launched the Alumni Initiative in the fall 2013 to:
  1. Survey all alumni to find out their current status (college, work, etc.)
  2. Create alumni social/networking events
  3. Provide mentoring opportunities with current students
  4. Provide alumni with support and resources such as financial aid, WIC, college applications
  5. Alumni geared presentations at the annual APEX Community Fair and Financial Aid day
- Document review provided evidence that APEX's student population primarily consists of subgroups: 93% SED, 89% Latino, 15% SPED and 25% ELs. To address the needs of all students, the school has hired an additional five paraprofessional that support all teachers and tutoring after school one-on-one support.
- To maximize the opportunity for students to demonstrate mastery, all authentic assessments can be re-submitted for a new grade.
- Success Seminar teachers stay with their students for two years in Middle School. For high school students, the Success Seminar teachers stay with their students all four years.
- This year, the school added Algebra to help to better challenge the gifted middle school students.
- Additional paraprofessionals were hired to better support teachers and ELs and special education students during class time and after school for tutoring.

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

- Consider ways to use the classroom to support implementation of EL Master Plan SDAIE strategies with posted vocabulary, thinking maps or other visuals to reinforce learning.
- Continue with plans to bolster targeted intervention and support for Students with Disabilities.

**Organizational Management Quality Indicator #6 (O6): Special Education**

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

- provides Special Education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides Special Education training for staff in accordance with requirements of the Modified Consent Decree
- reviews and completes the Special Education Self-Review Checklist annually



<ul style="list-style-type: none"> <li>maintains timely and accurate records in Welligent</li> </ul>		
Rubric		Sources of Evidence
Rating	O6 (2): The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Welligent reports <input checked="" type="checkbox"/> DVR documentation <input checked="" type="checkbox"/> Special education program documentation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**Notes:**

Based on responses to the oversight visit’s guiding questions:  
 APEX Academy’s special education program grew from 39 students with IEPs to 63 students with IEPs. APEX Academy graduated 9 out of the 39 students in 2013-2014, with every one of the remaining 31 students with IEPs returning during the current 2014-2015 school year. The addition of 32 new students with IEPs is unprecedented, particularly due to the fact that most of the new students did not self-report their participation in special education. Only 11 new families shared, at the time of enrollment that their child participates in special education. As cumulative records arrived and counselors begin to interview new students within the first two months of school, 21 more IEPs were discovered. As a result, APEX has employed an additional teacher to support the literacy growth of students with IEPs.

**Areas of Demonstrated Strength and/or Growth**

- The school offers a full immersion program to serve students who qualify for Special Education Services. Special education students are mainstreamed into the general education classrooms, with approximately half of the students also being enrolled in a Tutor Class period to ensure academic support is provided to students needing additional support. Paraprofessionals and teachers are distributed to support in classrooms where cohorts of students with IEPs are programmed.
- According to school leaders, Resource Teachers engage in professional development and planning with classroom teachers to ensure all teachers are aware of accommodations and modifications that are delineated in each student with disabilities’ IEP.
- The school reported it serves 63 students with disabilities representing the following eligibilities: SLI, AUT, SLD, OHI, and ID.
- APEX Academy is aware of the existing gap of 148 API points and has allocated more resources this year to meet the academic needs. The achievement gap indicated has been narrowed by 31 API points during the same three year period (from 407 to 438 API). While the achievement gap is and will continue to be a challenge, school leaders note a growth trend toward narrowing it.

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

- On the day of the visit, Welligent reflected four overdue IEPs. 7 IEPs were late on the 202G report.
- According to school leaders, two of the four overdue IEPs were for students who are no longer attending the school. One of the IEPs is pending due to the availability of the school nurse and the other late IEP had a 30-day in December.



**Organizational Management Quality Indicator #7 (O7): School Climate and Student Discipline**

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

- align with the principles of the Discipline Foundation Policy, including but not limited to, tiered intervention, alternatives to suspension, and schoolwide positive behavior support
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

Rubric		Sources of Evidence
<b>Rating</b>	O7 (2): The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy	<input checked="" type="checkbox"/> Discipline and behavior support plans/policies <input checked="" type="checkbox"/> Positive behavior supports <input checked="" type="checkbox"/> School data reports <input type="checkbox"/> SST and/or COST documentation <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Other: (Specify)

**Areas of Demonstrated Strength and/or Growth**

- The leadership and staff of APEX work diligently to promote and implement a school-wide culture that fosters a climate where students succeed socially and academically. Understanding that some of the students enrolling at APEX have previously been disengaged from their education, staff embrace proactive strategies to mitigate for these needs. APEX's philosophy for discipline is that students succeed when they get wrap-around support from teachers, counselors and administrators. The school's Progressive Discipline Plan protocols are designed to recognize the role each staff member plays in the monitoring and success of each student.
- School leaders developed an action plan to reduce the suspension rate to 5% or below, according to the letter leaders provided in response to the District's Notice.
- APEX Academy is working with Cal State Dominguez Hills' Innovative School Leadership Institute (ISIL) program which is training APEX staff on using Restorative Practices and Restorative Circles.
- The school provides a Counseling Department comprised of four staff members who employ strategies which include, but are not limited to:
  - Progressive Discipline Model
  - Individual, Family, and Group counseling (On and Off Site)
  - Academic Counseling
  - High Level of Student Monitoring
  - Partnerships with Outside Agencies and Community Resources (i.e. YPI, Promise Neighborhood, Children's Hospital, Gateways Counseling, Circle of Hope Counseling, LACC, Playground of Dreams, Glendale College)
  - SST and COST



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

- The school’s 2013-14 suspension data reveals a school suspension rate of 10.7%, which not only exceeded the targeted rate of 5%, but also revealed an increase from the school’s 2012-13 suspension rates of 8%. According to school leaders, the school submitted an enrollment adjustment to CALPADS which would result in an adjusted suspension rate of 8.6%.
- School is encouraged to strengthen its understanding of which enumerated acts are “mandatory” or “discretionary” based on the school’s charter.
- To align with the District’s Discipline Foundation Policy and School Climate Bill of Rights, the school is expected to eliminate suspensions for defiance.

**Organizational Management Quality Indicator #8 (O8): Professional Development**

**The school:**

- has a school-wide professional development plan that supports the educational program set forth in the charter and targets identified needs
- provides faculty with professional development opportunities to improve instructional practice
- provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
<b>Rating</b>	O8 (3): The school has implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Professional development plan(s) <input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Interviews with teachers <input type="checkbox"/> Other: (Specify)

**Areas of Demonstrated Strength and/or Growth**

- Based on last year’s internal data results, ELs and Special Education students became areas of focus for professional development in the 2014-15 school year.
- As part of the Cal State Dominguez Hill Charter School leadership program (ISLI), APEX’s staff agreed to participate in PD over the summer on Explicit Direct Instruction (EDI) as the school’s instructional delivery system because it supposed earlier PD work on “how the brain creates memory”. The most immediate and significant take-away thus far has been the complete refocus on quality instruction through the Explicit Direct Instruction (EDI) approach. While APEX academy has been implementing a curriculum development framework using the Competency-based Diploma Plus Model, EDI has facilitated the delivery of the instruction process. The school leaders believe that the improvement of instructional delivery in every classroom will yield better achievement results over time.
- The school is developing PLCs for a more teacher-centered support for instruction (using EDI and unpacking competencies) and has created an IT committee to develop a transition plan for using technology in the classroom with Chrome books (APEX Academy will be reaching one-to-one distribution for students and staff) and develop protocols for distribution and maintenance. Teachers have been leading professional development sessions to share best practices and areas of expertise.



**Organizational Management Quality Indicator #9 (O9): Stakeholder Communication and Involvement**

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

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

	Rubric	Sources of Evidence
<b>Rating</b>	O9 (2): The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> LCAP <input type="checkbox"/> Other: (Specify)

**Areas of Demonstrated Strength and/or Growth**

- According to school leaders, parents and students are notified of APEX’s WASC accreditation and that course meet college entrance requirements via summer mailings, school brochures, parent information nights, fall recruitment nights, school website and newsletters.
- Powerpoint presentations were provided on “I Am College Bound: Meeting College Requirements and Beyond,” “College Summit Data Pack – Building a College-Going Culture,” and “College Enrolment Summary for the graduating class of 2013.”
- Parent workshops are provided to engage parents in meaningful opportunities for learning. Topics have included College Awareness, A-G Requirements, Common Core, YPI and LAPN resources in the community, Drugs/Alcohol/Gangs, Promoting literacy at home, Family activities to promote science and history at home, Parenting 101, and Adult Career and Educational opportunities in the community.

**Areas for Further Growth and/or Improvement** (As stated in G2 above):

- School is encouraged to publish the general parent complaint policy in the Parent/Student Handbook or other means of universally distributed communication to ensure that the school provides sufficiently clear advance general notice of due process related policies and procedures. Consider including notice of specific issued and proposed action, and how the school provides a meaningful opportunity for parent/student to be heard (including opportunities for appeal, in applicable).
- Board is encouraged to ensure that the Parent/Student Handbook accurately reflects that APEX Academy is an independent charter school. Based on a review of the 2014-15 Parent/Student Handbook, there are over a dozen references to the “District” or related LAUSD personnel (e.g. Educational Service Center Instructional Area Superintendent) or offices to contact (e.g. LAUSD Foster Care Program). As an independent LEA, handbooks shall reflect the policies/procedures, staffing and resources of the school.
- The school is encouraged to clearly delineate the due process rights for students and parents in the Parent/Student handbook, including due process information related to the discipline policy.



**Organizational Management Quality Indicator #10 (O10): Clearances and Credentialing Compliance**

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

- all teaching staff are fully credentialed and appropriately assigned as authorized by their credentials
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current

Rubric		Sources of Evidence
<b>Rating</b>	O10 (2): The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Teaching credentials <input checked="" type="checkbox"/> Criminal Background Certifications <input checked="" type="checkbox"/> Clearances and Credentialing Certification (NCLB Grid) <input checked="" type="checkbox"/> NCLB letter <input checked="" type="checkbox"/> Parent NCLB "Right to Know" letter <input type="checkbox"/> Other: (Specify)

**Areas of Demonstrated Strength and/or Growth**

- The organization responded to CSD's recommendation and instituted a second Custodian of Records.

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

At the time of the visit:

- Two teachers had expired credentials. The school leaders reported that day-to-day substitutes are currently replacing the teachers whose credentials expired and that they have contacted two agencies to secure highly-qualified substitute teachers while the teachers clear their credential status.
- Three teachers did not hold appropriate credentials to teach the course(s) they were assigned to. 1) An RSP teacher who works on literacy with students with disabilities does not hold an appropriate credential to work with SWD. 2) Another teacher has a credential to work with adults, but is not credentialed to teach in a K-12 setting. 3) A Spanish teacher did not hold a credential.
- School shall ensure that appropriate NCLB letters are sent when circumstances require such.
- A non-certificated employee teaches PE, but according to the school leader the class is taught under the supervision of a PE teacher.
- Although several new employees had TB clearances many of them were not taken 60 days prior to employment as required by law. The school must ensure that all new employees have recent tuberculosis as required by law. The school's score on this report will not be negatively impact by this finding, please note that the CSD expects full compliance moving forward.

**Progress on LAUSD Board of Education Benchmarks within ORGANIZATIONAL MANAGEMENT AND OPERATIONS (if applicable):**



**FISCAL OPERATIONS** **RATING**

2

8690	2011-12					2012-13					2013-14				
Academic Performance Excellence Academy	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	0	0	0		110,687	42,286	26,993	13,299		10,932	25,724	78,463	78,463
Current Assets		0	0	0	0		760,669	1,063,851	1,212,972	1,178,100		868,574	1,065,492	782,291	781,964
Fixed Assets		0	0	0	0		0	0	0	0		0	32,181	33,386	33,386
<b>Total Assets</b>		0	0	0	0		760,669	1,063,851	1,212,972	1,178,100		868,574	1,097,673	815,677	815,350
Current Liabilities		0	0	0	0		526,361	980,956	1,121,381	1,087,580		748,538	978,032	859,766	859,765
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	0	0	0		526,361	980,956	1,121,381	1,087,580		748,538	978,032	859,766	859,765
<b>Net Assets</b>		0	0	0	0		234,308	82,895	91,591	90,520		120,037	119,641	(44,089)	(44,415)
Total Revenues	0	0	0	0	0	2,846,782	2,840,842	2,736,994	2,699,497	2,699,497	3,432,213	3,306,516	3,323,354	3,178,622	3,178,296
Total Expenditures	0	0	0	0	0	2,516,719	2,606,534	2,654,099	2,607,906	2,608,977	3,343,613	3,276,999	3,294,233	3,313,232	3,313,231
<b>Net Income / (Loss)</b>	0	0	0	0	0	330,063	234,308	82,895	91,591	90,520	88,600	29,516	29,121	(134,609)	(134,935)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	(30,429)	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	299,634	234,308	82,895	91,591	90,520	88,600	29,516	29,121	(134,609)	(134,935)
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	82,895	90,520	90,520	90,520	90,520
Net Assets, End	0	0	0	0	0	299,634	234,308	82,895	91,591	90,520	171,495	120,037	119,641	(44,089)	(44,415)

8690	Audited Financials					8690	2014-15				
Academic Performance Excellence Academy	2010-11	2011-12	2012-13	2013-14	2014-15	Academic Performance Excellence Academy	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	0	13,299	78,463	0	Cash and Cash Equivalents		89,565	0	0	0
Current Assets	0	0	1,178,100	781,964	0	Current Assets		691,280	0	0	0
Fixed Assets	0	0	0	33,386	0	Fixed Assets		25,723	0	0	0
<b>Total Assets</b>	0	0	1,178,100	815,350	0	<b>Total Assets</b>		717,003	0	0	0
Current Liabilities	0	0	1,087,580	859,765	0	Current Liabilities		639,558	0	0	0
Long Term Liabilities	0	0	0	0	0	Long Term Liabilities		0	0	0	0
<b>Total Liabilities</b>	0	0	1,087,580	859,765	0	<b>Total Liabilities</b>		639,558	0	0	0
<b>Net Assets</b>	0	0	90,520	(44,415)	0	<b>Net Assets</b>		77,445	0	0	0
Total Revenues	0	0	2,699,497	3,178,296	0	Total Revenues	3,909,401	4,179,540	0	0	0
Total Expenditures	0	0	2,608,977	3,313,231	0	Total Expenditures	3,859,110	4,057,680	0	0	0
<b>Net Income / (Loss)</b>	0	0	90,520	(134,935)	0	<b>Net Income / (Loss)</b>	50,291	121,860	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	Extraordinary Item - Transfer of Net Assets	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	0	90,520	(134,935)	0	<b>Inc / (Dec) in Net Assets</b>	50,291	121,860	0	0	0
Net Assets, Beginning	0	0	0	90,520	0	Net Assets, Beginning	119,640	(44,415)	0	0	0
Net Assets, End	0	0	90,520	(44,415)	0	Net Assets, End	169,931	77,445	0	0	0



**1. You have met all the rubric’s required criteria to receive a Developing rating.**

**2. You have met these items in the rubric listed under Supplemental Criteria (based on 2013/14 Audited Financials):**

- 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)
- Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting
- Charter school adheres to Fiscal Policies and Procedures manual
- Board selects audit firm, acceptable if the audit firm is under a multi-year contract
- Board reviews reports submitted to LAUSD

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

**3. Areas of strengths:**

- 2014-15 First Interim budget projects net income of \$121,860 which would increase net assets to \$77,445. Positive net assets and net income are projected in the first interim report, but the past two year projections for net assets and net income have been overly optimistic.

**2014/15 Projected First Interim:**

- Net assets: \$77,445
- Net income: \$121,860

**Per previous 2012/13 Audit:**

- Net assets: \$90,520
- Net income: \$90,520

**4. Areas of Improvement:**

- 2013-14 Audited Financials reflect negative net assets and a net loss. Net assets should be positive.

**2013/14 Audited Financials**

- Net assets: (\$44,415)
- Net income: (\$134,935)

- **State Compliance Findings – A Notice of Cure will be issued by CSD regarding Audit Findings.**

**a) 2014-001 Attendance: Written Contemporaneous Records**

- Pursuant to Education Code section 47612.5 (2) contemporaneous records that document all pupil attendance are required to be maintained. These records should be made available for audit and inspection.



<ul style="list-style-type: none"> <li>o The Academy did not have sufficient evidence to support the Average Daily Attendance recorded for the Independent Study Program on the P-2 attendance report.</li> <li><b>b) <u>2014-002 Unduplicated Local Control Funding Formula Pupil Counts</u></b> <ul style="list-style-type: none"> <li>o Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-priced meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS reports should accurately report the number of students.</li> <li>o During testing, it was brought to the attention of the auditor that the 1.18 FRPM/English Learner/Foster Youth-Student List did not include all students eligible for each program.</li> </ul> </li> </ul>	
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<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Cash reserve is 2.37% of expenses and is below the recommended 5%.</li> <li>2. Norm enrollment: 2012-13: 334; 2013-14: 341 &amp; 2014-15: 447.</li> <li>3. All Financial ratios are outside of the recommended ranges except Fixed Assets.</li> <li>4. Projected cash flows, balance sheet and profit and loss statement were provided.</li> <li>5. Check registers for months July - December 2014 provided. Checks: 100230, 100235, 100240, 100251, 100271, 100288, 100301, 100309, 100315, 100320 &amp; 100323 reviewed for random sampling, no discrepancies noted.</li> <li>6. Bank statements with reconciliations provided for July – December 2014 for review.</li> <li>7. Board Minutes reflect 2014-15 Budget adoption, June 16, 2014.</li> <li>8. Board Minutes reflect receipt, review or approval of reports submitted to LAUSD.</li> <li>9. Board Minutes reflecting selection of auditor, March 24, 2014.</li> <li>10. Board Minutes reflect discussion of audit findings, December 12, 2014.</li> <li>11. Charter school adheres to segregation of duties as stated in Fiscal Policies and Procedures Handbook.</li> <li>12. No credit card or petty cash used by school.</li> <li>13. Equipment inventory provided.</li> </ol>
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<p><b>Progress on LAUSD Board of Education Benchmarks within FISCAL OPERATIONS (if applicable):</b></p>
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<p><i>A school that meets all of the required criteria and five of the Supplemental Criteria listed below would be assessed as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and seven of the Supplemental Criteria listed below would be assessed as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b>          An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings (only use the most current audit if only one audit is available)</li> <li>3. All vendors and staff are paid in a timely manner</li> <li>4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>5. Charter school adheres to the Board-approved Fiscal Policies and Procedures</li> <li>6. Board adopts annual budget</li> <li>7. Board approves amendment(s) to the budget (<i>if applicable</i>)</li> <li>8. Board receives the fiscal reports submitted to LAUSD (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Annual Audit)</li> <li>9. There is no conflict of interest</li> <li>10. The EPA allocation and expenditures posted on the charter school website</li> <li>11. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent</li> <li>12. The charter school will have knowledge of the material differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other and when compared to the annual audit</li> </ol> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures</li> <li>2. The Board approved LCAP is posted on the charter school website</li> <li>3. The cash balance at the beginning of the school year is at least 5% of</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b>          An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive</li> <li>2. The most current audit shows no material weaknesses</li> <li>3. All vendors and staff are paid in a timely manner</li> <li>4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>5. Charter school adheres to the Board-approved Fiscal Policies and Procedures</li> <li>6. Board adopts annual budget</li> <li>7. Board approves amendment(s) to the budget (<i>if applicable</i>)</li> <li>8. EPA allocation and expenditures posted on the charter school website</li> <li>9. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent</li> <li>10. The charter school will have knowledge of the material differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other and when compared to the annual audit</li> </ol> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses</li> <li>3. The most current audit shows no deficiencies and/or findings</li> <li>4. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)</li> <li>5. Requests for information are processed timely</li> <li>6. A comprehensive website provides at a minimum six of the following</li> </ol>



<p><i>A school that meets all of the required criteria and five of the Supplemental Criteria listed below would be assessed as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and seven of the Supplemental Criteria listed below would be assessed as Proficient.</i></p>
<p>the prior year expenses</p> <ol style="list-style-type: none"> <li>4. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)</li> <li>5. Requests for information are processed timely</li> <li>6. A comprehensive website provides at a minimum six of the following fiscal items:             <ol style="list-style-type: none"> <li>a. Current board approved financial reports</li> <li>b. Employee handbook</li> <li>c. Student handbook</li> <li>d. Salary schedules/benefits/information</li> <li>e. Budget development process</li> <li>f. Board member information and meetings (date, time, location)</li> <li>g. The most current approved petition</li> <li>h. Administration/school contact</li> <li>i. School calendar</li> <li>j. Enrollment policies and procedures</li> <li>k. Fiscal policies and procedures manual</li> </ol> </li> <li>7. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>8. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> <li>9. Audited and unaudited actuals nearly mirror each other</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>fiscal items:</p> <ol style="list-style-type: none"> <li>a. Current board approved financial reports</li> <li>b. Employee handbook</li> <li>c. Student handbook</li> <li>d. Salaries schedule/benefits/information</li> <li>e. Budget development process</li> <li>f. Board member information and meetings (date, time, location)</li> <li>g. Approved petition</li> <li>h. Administration/school contact</li> <li>i. School calendar</li> <li>j. Enrollment policies and procedures</li> <li>k. Fiscal policies and procedures manual</li> <li>7. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>8. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> <li>9. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD</li> <li>10. Board reviews fiscal reports submitted to LAUSD</li> <li>11. There is no apparent conflict of interest</li> <li>12. Board approved LCAP posted on the website</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p> </p>	<p> </p>



<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive or net assets are negative with strong trend toward positive. Must be positive at the end of the third year, per applicable audit, and beyond.</li> <li>2. All vendors and staff are paid in a timely manner</li> <li>3. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term</li> <li>4. Board adopts annual budget</li> <li>5. EPA allocation and expenditures posted on the charter school website</li> <li>6. Submit LCAP</li> <li>7. Have an audit conducted annually by an independent auditing firm</li> </ol> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)</li> <li>3. Board selects audit firm, acceptable if the audit firm is under a multi-year contract</li> <li>4. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting</li> <li>5. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD</li> <li>6. Board reviews reports submitted to LAUSD</li> <li>7. There is no apparent conflict of interest</li> <li>8. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings, acceptable if the audit contained no audit exceptions or deficiencies</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b>          An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter board members lack fiscal capacity.</p> <p><u>Note:</u> Other circumstances and information can influence the designation of fiscally</p>



<p><b><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i></b></p> <ul style="list-style-type: none"> <li>9. Charter school adheres to Fiscal Policies and Procedures manual</li> <li>10. Board approves any amendments to the budget</li> <li>11. Board approved LCAP posted on the charter school website</li> </ul> <p>Note: Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><i>A school would be assessed as Unsatisfactory based on the statements below:</i></b></p> <p>sound and will be noted in the evaluation.</p>
<p><b><u>New Schools:</u></b></p> <ul style="list-style-type: none"> <li>1. A new school is one that does not have an audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the school has made significant adjustments in their operations to allow for the reduced income.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit is financially viable to support the school.</li> <li>4. Interim reports and unaudited actuals project:             <ul style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than receipts</li> <li>c. Projected expenses and receipts have no significant variance from budget</li> </ul> </li> <li>5. Board fiscal review and analysis are done. The minutes reflect board involvement.</li> <li>6. Board approved LCAP posted on the charter school website</li> <li>7. EPA allocation and expenditures posted on the charter school website</li> <li>8. Submit LCAP</li> </ul> <p><u>Note:</u> 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.</p> <p>Note: Other circumstances and information could influence the rating and</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school 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.</p> <p><u>Note:</u> 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.</p> <p>Note: Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i>	<i>A school would be assessed as Unsatisfactory based on the statements below:</i>
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.***

<p><i>Existing Schools</i></p> <ul style="list-style-type: none"> <li>• Current audit (notes, findings and material weakness, others)</li> <li>• Results of prior/current year financial ratios</li> <li>• Enrollment/ADA trends of the charter</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>	<p><i>New Schools</i></p> <ul style="list-style-type: none"> <li>• Compare current enrollment count with the projection in the PENSEC Report</li> <li>• Current total debt</li> <li>• Current grant awards/other revenue</li> <li>• Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense</li> <li>• Expense and Receipts compared to Budget</li> <li>• Results of current year financial ratios</li> <li>• Any confirmed complaints from vendors regarding late/non-payments of debts</li> <li>• Any reports from LAUSD staff of late submission of required reports</li> <li>• Refer to Rubric</li> </ul>
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**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.

# RUBRICS\*

## ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2014-2015

### GOVERNANCE

#### **Evaluation of Leadership**

- G1 (4): The G.B. has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (3): The G.B. has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (2): The G.B. has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (1): The G.B. has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

#### **Due Process**

- G2 (4): The G.B. has a highly developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (3): The G.B. has a well-developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (2): The G.B. has a partially developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (1): The G.B. has a minimal or no system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution

#### **Staff Employment**

- G3 (4): The Governing Board has established and monitors comprehensive systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- G3 (3): The Governing Board has established and monitors systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements

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\*This document contains the rubrics from the drop-down menus for the "Governance", "Student Achievement and Educational Performance", and "Organizational Management and Operations" sections of the *Annual Performance-Based Oversight Visit Report*. The rubrics for the "Fiscal Operations" section are included and visible within the report.

- G3 (2): The Governing Board has established some systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- G3 (1): The Governing Board has established few or no systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements

#### **Brown Act**

- G4 (4): The Governing Board complies with all material provisions of the Brown Act
- G4 (3): The Governing Board complies with most material provisions of the Brown Act
- G4 (2): The Governing Board complies with some material provisions of the Brown Act
- G4 (1): The Governing Board complies with few material provisions of the Brown Act

#### **Organizational Structure**

- G5 (4): The Governing Board has fully implemented the organizational structure set forth in approved petition
- G5 (3): The Governing Board has substantially implemented the organizational structure set forth in approved petition
- G5 (2): The Governing Board has partially implemented the organizational structure set forth in approved petition
- G5 (1): The Governing Board has not implemented the organizational structure set forth in approved petition

#### **School Performance**

- G6 (4): The Governing Board regularly monitors school performance and other data to inform decision-making
- G6 (3): The Governing Board monitors school performance and other data to inform decision-making
- G6 (2): The Governing Board inconsistently monitors school performance and other data to inform decision-making
- G6 (1): The Governing Board seldom monitors school performance and other data to inform decision-making

#### **Fiscal**

- G7 (4): The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (3): The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (2): The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (1): The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter

## **STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

### **API Growth Targets for Subgroups**

- A1 (4): The school has met API Growth Targets for all subgroups
- A1 (3): The school has met API Growth Targets for the majority of subgroups
- A1 (2): The school has met API Growth Targets for some subgroups
- A1 (1): The school has not met API Growth Targets for any subgroups
- A1: No rating; data unavailable

### **API**

- A2 (4): The school-wide API and 3-year API average exceeds 800
- A2 (3): The school-wide API and/or 3-year API average is at or above 775
- A2 (2): The school-wide API and/or 3-year API average is at or above 700
- A2 (1): The school-wide API or 3-year API average is below 700
- A2: No rating; data unavailable

### **Similar Schools Rank**

- A3 (4): The Similar Schools Rank (CDE) is 8 or above
- A3 (3): The Similar Schools Rank (CDE) is 6 or 7
- A3 (2): The Similar Schools Rank (CDE) is 5
- A3 (1): The Similar Schools Rank (CDE) is 4 or below
- A3: No rating; data unavailable

### **Statewide Rank**

- A4 (4): The Statewide Rank (CDE) is 8 or above
- A4 (3): The Statewide Rank (CDE) is 6 or 7
- A4 (2): The Statewide Rank (CDE) is 5
- A4 (1): The Statewide Rank (CDE) is 4 or below
- A4: No rating; data unavailable

### **School Performance Framework (SPF)**

- A5 (4): The School Performance Framework rating is Excelling
- A5 (3): The School Performance Framework rating is Achieving
- A5 (2): The School Performance Framework rating is Service and Support or Watch
- A5 (1): The School Performance Framework rating is Focus
- A5: No rating; data unavailable

### **AGT in English Language Arts**

- A6 (4): The school's AGT in ELA is far above the District average
- A6 (3): The school's AGT in ELA is above the District average
- A6 (2): The school's AGT in ELA is within the District average range
- A6 (1): The school's AGT in ELA is below the District average
- A6: No rating; data unavailable

### **AGT in Mathematics**

- A7 (4): The school's AGT in Math is far above the District average
- A7 (3): The school's AGT in Math is above the District average
- A7 (2): The school's AGT in Math is within the District average range
- A7 (1): The school's AGT in Math is below the District average
- A7: No rating; data unavailable

### **English Learner Reclassification**

- A8 (4): The school reclassifies English Learners at a rate higher than the District average
- A8 (3): The school reclassifies English Learners at a rate similar to the District average
- A8 (2): The school reclassifies English Learners at a rate lower than the District average
- A8 (1): The school does not reclassify English Learners
- A8: No rating; the school does not currently serve any English Learners

### **Internal Assessment of Academic Achievement and Progress**

- A9 (4): The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (3): The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (2): The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (1): The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data

## **ORGANIZATIONAL MANAGEMENT AND OPERATIONS**

### **Evaluation of Staff**

- O1 (4): The school has a highly developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (3): The school has a well-developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (2): The school has a partially developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (1): The school has a minimal or no system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

### **Health and Safety**

- O2 (4): The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements
- O2 (3): The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements

- O2 (2): The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements
- O2 (1): The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements

### **Implementation of the California Academic Content Standards**

- O3 (4): The school has fully implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (3): The school has substantially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (2): The school has partially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (1): The school has minimally implemented, or not at all, the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served

### **Implementation of Innovative Components of the Charter**

- O4 (4): The school has fully implemented the innovative components of the educational program described in the charter
- O4 (3): The school has substantially implemented the innovative components of the educational program described in the charter
- O4 (2): The school has partially implemented the innovative components of the educational program described in the charter
- O4 (1): The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter

### **Meeting the Needs of All Students**

- O5 (4): The school has fully implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (3): The school has substantially implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (2): The school has partially implemented the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (1): The school has minimally implemented, or not at all, the components of the charter's instructional program designed to address the learning needs of all students, including ELs

### **Special Education**

- O6 (4): The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree

- O6 (3): The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree
- O6 (2): The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree
- O6 (1): The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree

**School Climate and Student Discipline**

- O7 (4): The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy
- O7 (3): The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy
- O7 (2): The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy
- O7 (1): The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy

**Professional Development**

- O8 (4): The school has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (3): The school has implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (2): The school has partially implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (1): The school has not implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter

**Stakeholder Communication and Involvement**

- O9 (4): The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (3): The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (2): The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (1): The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns

**Clearances and Credentialing Compliance**

- O10 (4): The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- O10 (3): The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- O10 (2): The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- O10 (1): The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements