



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT **2015-2016 SCHOOL YEAR** **FOR**

ACADEMIC PERFORMANCE EXCELLENCE ACADEMY (APEX) 8690

Name and Location Code 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, responsive, 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.



Charter School Name: APEX		Location Code: 8690	
Current Address: 1309 N. Wilton Place 3 rd Floor		City: Los Angeles, CA	ZIP Code: 90028
Current Term of Charter: July 1, 2012 to June 30, 2017		LAUSD Board District: 4	LAUSD District: West
Number of Students Currently Enrolled: 426	Enrollment Capacity Per Charter: 450	Grades Currently Served: 7-12	Grades To Be Served Per Charter: 7-12
Total Number of Staff Members: 50	Certificated: 31	Classified: 19	
Charter School's Leadership Team Members:	Cesar Lopez and Alfonso Paz, Co-Directors		
Charter School's Contact for Special Education:	Mr. Lopez, Ms. Munoz		
CSD Assigned Administrator: Christian Mendez	CSD Fiscal Services Manager: Lourdes Echavarria		
Other School/CSD Team Members:	Aida Tatioossian		
Oversight Visit Date:	February 4, 2016	Fiscal Review Date (if different):	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Prop 39	LAUSD Co-Location Campus (if applicable):	Bernstein Complex

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



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 2015-2016 must meet at least one of the following minimum criteria:

	2012	2013
Criterion 1: Attained 2013 Growth API Targets, both school wide and for all numerically significant subgroups.		YES SCHOOL HAS MET THIS REQUIREMENT
Criterion 2: Ranked in deciles 4 to 10 on Statewide Ranks (CDE) in both 2012 and 2013.	NO SCHOOL HAS NOT MET THIS REQUIREMENT	NO SCHOOL HAS NOT MET THIS REQUIREMENT
Criterion 3: Ranked in deciles 4 to 10 on Similar Schools Ranks (CDE) in both 2012 and 2013.	NO SCHOOL HAS NOT MET THIS REQUIREMENT	NO SCHOOL HAS NOT MET THIS REQUIREMENT

Criterion 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. For further information regarding renewal petition applications and recommendations, please see the current *Independent Charter School Renewal Petition Application Guide for 2015-2016* posted on the CSD website.



REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. 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*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2015-2016*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • G4: The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <ul style="list-style-type: none"> ○ Based on review of Binder 1, and conversations with school-site leadership, it is evident that the teaching staff are credentialed and assigned according to their credentials. In addition, the school has obtained all necessary employee and vendor clearances, including criminal background and (TB) clearances, prior to employment. • G6: The Governing Board monitors school performance and other data to inform decision-making <ul style="list-style-type: none"> ○ Review of board meeting agendas and minutes indicates that during the Board’s monthly meetings, board members review the schools dashboard, which includes examining the fiscal health of the school, looking at attendance and enrolment trends as it relates to ADA, and overall health of the organization. ○ Review of the governing board agendas and minutes indicated that the Board reviewed academic achievement data. On January 26, 2015 the board received a student achievement data report on CELDT and on February 24, 2015 the board received a student achievement report regarding API and AYP, use of NWEA as its internal assessment system, and an update on assessing student growth in Reading, Language and Math. ○ Document review in Binder 3 revealed that the Governing Board reviews and monitors school performance data and other information related to successfully overseeing the operation of the charter schools. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None.</p> <p><u>Corrective Action Required</u></p> <p>None.</p> <p><u>Recommendations</u></p> <p>None</p>	



Notes:

Documents reviewed in Binder 1 revealed that at the time of the visit, the board was one board member below of the minimum number of board members according to the bylaws. The APEX Academy Governing Board held a special meeting on February 10, 2016 to elect two new board members. One of the new members is a retired LAUSD director and former interim local district superintendent. The other new board member was a founding board member during the initial three years of APEX Academy as a charter school. The Governing Board is considering adding another board member with a strong background in Human Resources.

***NOTE:** 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 charter school shall receive a rating of 1 in this category.

G1: GOVERNANCE STRUCTURE - GOVERNANCE QUALITY INDICATOR #1

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access requirements
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, in accordance with the Brown Act

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 6) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 7) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 9) <input type="checkbox"/> Stakeholder complaint procedure(s) (B1: 10) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 11.1) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

<p><i>The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:</i></p> <ul style="list-style-type: none"> • The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted, in accordance with applicable provisions of law and the school’s charter • The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current • The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances • The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667 • The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 11.2) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G5: EVALUATION OF SCHOOL LEADERSHIP - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place for the evaluation of its chief executive(s) and school administrator(s) to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board 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 <input checked="" type="checkbox"/> The Governing Board 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 <input type="checkbox"/> The Governing Board 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 <input type="checkbox"/> The Governing Board 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 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Documentation related to system for evaluation of school leadership (B1: 12) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G6: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • review and use of academic and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other data to inform decision-making <input type="checkbox"/> The Governing Board seldomly monitors school performance and other data to inform decision-making <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and analysis of school data to inform decision-making (B1: 13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> • Governing Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter • Governing Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input type="checkbox"/> 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"/> 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 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Other: Please see Fiscal Comments Below
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* The above applies only to the fiscal governance process.

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
Summary of School Performance	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • A1: The school met all three API Growth Targets for the Latino (+29), English Learners (+50), and Socio Economically Disadvantaged (+30) subgroups for the 2012-2013 academic year as evidenced by California Department of Education reports in Binder 2. <ul style="list-style-type: none"> ○ Evidenced by CDE reports provided in Binder 2 • A6: The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <ul style="list-style-type: none"> ○ Discussion with school leadership and review of documents provided in Binder 2 revealed that APEX uses the Northwest Evaluation Association (NWEA) as its internal assessment system. The NWEA provides each student with an individualized RIT score projected growth target. Comparison of Fall 2014 RIT scores to Fall 2015 RIT scores revealed the following growth in Math: 8 RIT points for 8th grade; 2 for 9th grade; 6 for 10th grade; 3 for 11th, and -1 for 12th grade. In Reading, test results indicated a 9 RIT point growth for 8th, 0 for 9th, 8 for 10th, 12 for 11th, and 5 for 12th. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • A2: The school-wide 2013 Growth API or 3-year API average is below 700 <ul style="list-style-type: none"> ○ Review of California Department of Education reports in Binder 2 indicate the schools 2013 Growth API is 629 • A3: The 2013 Similar Schools Rank (CDE) is 3 <ul style="list-style-type: none"> ○ Evidenced by CDE reports provided in Binder 2 • A4: The 2013 Statewide Rank (CDE) is 1 <ul style="list-style-type: none"> ○ Evidenced by CDE reports provided in Binder 2 • A5: The school reclassifies English Learners at a rate lower than the District average <ul style="list-style-type: none"> ○ California Department of Education reports indicate the school's 2014-15 reclassification rate is 5.3% which is lower than the District's average of 16.6%. However, the school's internal data indicates that 12.8% of English Learners reclassified during the 2014-15 school year. School leadership explained that the discrepancy between the reclassification percentages is due to a recent CALPADS known issue as well as LAUSD mistakenly reporting EOY and Fall 1 CALPADS reports during the 2012-13 school year which has affected APEX public data the two following years. The school has corrected the data on CALPADS since then and has partnered with ExEd to assist with CALPADS reporting. 	
<p><u>Corrective Action Required</u></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: APEX

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/4/2016

None
Notes: None



A1: API GROWTH TARGETS FOR SUBGROUPS - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school met its 2013 API Growth Targets for all subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for the majority of subgroups <input type="checkbox"/> The school met its 2013 API Growth Targets for some subgroups <input type="checkbox"/> The school did not meet its 2013 API Growth Targets for any subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: GROWTH API - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • schoolwide Growth API score (CDE) • 3-year API average (based on 2011, 2012, and 2013 data)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school's 2013 school-wide Growth API and its 3-year API average exceed 800 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 775 <input type="checkbox"/> The school-wide 2013 Growth API and/or 3-year API average is at or above 700 <input checked="" type="checkbox"/> The school-wide 2013 Growth API or 3-year API average is below 700 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input checked="" type="checkbox"/> 3-Year Average API report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)

A3: SIMILAR SCHOOLS RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Similar Schools Rank (CDE) 		
Rubric		Sources of Evidence



Performance	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 8 or above	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 6 or 7	
	<input type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 4 or 5	
	<input checked="" type="checkbox"/> The 2013 Similar Schools Rank (CDE) is 3 or below	
	<input type="checkbox"/> No assessment of performance for this indicator	

A4: STATEWIDE RANK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> Statewide Rank (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 8 or above	<input checked="" type="checkbox"/> Growth API report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 6 or 7	
	<input type="checkbox"/> The 2013 Statewide Rank (CDE) is 4 or 5	
	<input checked="" type="checkbox"/> The 2013 Statewide Rank (CDE) is 3 or below	
	<input type="checkbox"/> No assessment of performance for this indicator	

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> English Learner reclassification rate 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5) <input checked="" type="checkbox"/> School internal reclassification data (B2: 2.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average	
	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average	
	<input type="checkbox"/> The school does not reclassify English Learners	
	<input type="checkbox"/> No assessment of performance for this indicator	

A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>
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- The school’s internal assessments
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2-7) <input checked="" type="checkbox"/> Other: (Specify)

HIGH SCHOOLS ONLY:

A7: 10TH GRADE CAHSEE PASSAGE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- 10TH Grade combined CAHSEE passage rates in ELA and Math

Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly above the District averages <input checked="" type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates at or slightly above than the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates below the District averages <input type="checkbox"/> The school's 10 th grade students pass the CAHSEE in both ELA and Math at rates significantly below the District averages <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> CAHSEE 10 th Grade Combined report (CDE) (B2: 1.6) <input type="checkbox"/> Other: (Specify)
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HIGH SCHOOLS ONLY:

A8: SCHOOL PERFORMANCE FRAMEWORK - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- LAUSD School Performance Framework (SPF) classification

Please note that the CSD has included this indicator for 2015-2016 in anticipation of District calculation of SPF classifications for high schools based in part on CAHSEE results. In the event that the District determines not to issue high school SPF classifications in 2015-2016, the CSD will omit this indicator.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> 2015 School Performance Framework classification is Excelling <input type="checkbox"/> 2015 School Performance Framework classification is Achieving <input type="checkbox"/> 2015 School Performance Framework classification is Service and Support or Watch <input type="checkbox"/> 2015 School Performance Framework classification is Focus <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> 2014-15 School Performance Framework report (LAUSD) (B2: 1.7) <input type="checkbox"/> Other: (Specify)

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> • O4: The school has fully implemented the innovative components of the educational program described in the charter <ul style="list-style-type: none"> ○ Discussion with school leadership and review of documentation provided in Binder 3 provides evidence that the charter school has fully implemented the innovative components of the educational program including: <ul style="list-style-type: none"> ▪ Explicitly pursuing the disenfranchised, the most vulnerable, and hardest to engage student populations. APEX Academy has traditionally enrolled students who often are known as push-outs, drop-outs, and non-grads. ▪ Diploma Plus Competency-Based model of instruction and promotion. This model of instruction and promotion is based on flexibility and the use of rubrics throughout content delivery. APEX’s Diploma Plus model provides curriculum, instruction, and assessments that are focused on knowledge, skills, and understandings. ▪ Providing low counselor-to-student ratio in the area of no more than 1:150. ▪ Providing services and support to students and families on site including a resident social worker for crisis intervention, onsite therapy and counseling to name a few. • O6: The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <ul style="list-style-type: none"> ○ Interview with APEX leadership as well as review of Binder 3 during the oversight visit revealed that the school implements restorative practices and utilizes alternatives to suspensions such as one-on-one counselling, Restorative Justice Circles, reflection time, and parent meetings. ○ In order to assist teachers and counselors implement individualized restorative behavior and or academic contracts, APEX employs a full time Positive Behavior Coordinator as well as an Intervention Support Coordinator. ○ APEX leadership explains that providing hope and access to their students is critical in creating a positive school culture. To that end the school, in collaboration with partners and YPI’s Promise Neighborhood Grant, has the services of a full-time college ambassador, and three AmeriCorps mentors, who help students apply to colleges, apply for financial aid, and take diagnostic assessments for college. ○ School leadership reports that all instructional and counseling staff have attended Restorative Practices seminars through a grant with CSU Dominguez Hills. ○ Review of CDE suspension reports revealed that the school’s suspensions rate has declined in 2014-15 to 0.9% from 3.7% in 2013-14. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None.	
<u>Corrective Action Required</u>	



None.

Notes:
None.

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

O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016</i> (“NCLB Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (high schools only) 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3)
	<input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> WASC documentation (B3: 3.4)
	<input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5)
		<input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6)
	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)	
	<input checked="" type="checkbox"/> Classroom observation	
	<input checked="" type="checkbox"/> Discussion with school leadership	
	<input type="checkbox"/> Other: (Specify)	

O3: MEETING THE NEEDS OF ALL STUDENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school:		
<ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, assessment, and reclassification) has appointed a designee to assist and support foster youth 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including ELs	<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including implementation of the school's English Learner Master Plan (B3: 3.8)
	<input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Classroom observation
		<input checked="" type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Other: (Specify)	



O4: IMPLEMENTATION OF INNOVATIVE PROGRAM COMPONENTS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the innovative components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the innovative components of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Evidence of implementation of innovative components of educational program (B3: 3.9) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> • 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 • conducts a special education self-review annually, using the Special Education Self-Review Checklist • maintains timely and accurate records in Welligent 		
	Rubric	Sources of Evidence



Performance	<input type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input type="checkbox"/> 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 type="checkbox"/> 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 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input type="checkbox"/> DVR documentation (B3: 4.1) <input type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring 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



Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p><i>The school:</i></p> <ul style="list-style-type: none"> • has a school-wide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff 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



Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> 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 all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and 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, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 8 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input checked="" type="checkbox"/> Parent NCLB "Right to Know" letter (B3: 4.3) <input checked="" type="checkbox"/> Parent NCLB Noncompliance Notification letter(s) (B3: 4.3) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B1: 12 or B3: 4.4) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • all certificated 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 • the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2015-2016 ("NCLB Grid") (B3A: 1.1)</i> <input checked="" type="checkbox"/> Staff rosters and school master schedule B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



Annual Performance-Based Oversight Visit Report

8690 APEX Academy	2012-13					2013-14					2014-15				
	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		110,687	42,286	26,993	13,299		10,932	25,724	78,463	78,463		89,565	77,467	296,208	296,207
Current Assets		760,669	1,063,851	1,212,972	1,178,100		868,574	1,065,492	782,291	781,964		691,280	739,405	829,585	829,584
Fixed Assets		0	0	0	0		0	32,181	33,386	33,386		25,723	25,723	25,723	25,723
Total Assets		760,669	1,063,851	1,212,972	1,178,100		868,574	1,097,673	815,677	815,350		717,003	765,128	855,308	855,307
Current Liabilities		526,361	980,956	1,121,381	1,087,580		748,538	978,032	859,766	859,765		639,558	689,040	703,331	595,533
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		526,361	980,956	1,121,381	1,087,580		748,538	978,032	859,766	859,765		639,558	689,040	703,331	595,533
Net Assets		234,308	82,895	91,591	90,520		120,037	119,641	(44,089)	(44,415)		77,445	76,088	151,977	259,774
Total Revenues	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	3,909,401	4,179,540	4,254,646	4,332,516	4,332,517
Total Expenditures	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	3,859,110	4,057,680	4,134,119	4,136,099	4,136,125
Net Income / (Loss)	330,063	234,308	82,895	91,591	90,520	88,600	29,516	29,121	(134,609)	(134,935)	50,291	121,860	120,527	196,417	196,392
Operating Transfers In (Out) and Sources / Uses	(30,429)	0	0	0	0	0	0	0	0	0	0	0	0	0	107,797
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	299,634	234,308	82,895	91,591	90,520	88,600	29,516	29,121	(134,609)	(134,935)	50,291	121,860	120,527	196,417	304,189
Net Assets, Beginning	0	0	0	0	0	82,895	91,591	90,520	90,520	90,520	119,640	(44,089)	(44,089)	(44,089)	(44,415)
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(1,070)	0	0	0	0	(326)	(350)	(351)	0
Net Assets, Beginning, Adjusted	0	0	0	0	0	82,895	90,520	90,520	90,520	90,520	119,640	(44,415)	(44,439)	(44,440)	(44,415)
Net Assets, End	299,634	234,308	82,895	91,591	90,520	171,495	120,037	119,641	(44,089)	(44,415)	169,931	77,445	76,088	151,977	259,774

8690 APEX Academy	Audited Financials					2015-16				
	2011-12	2012-13	2013-14	2014-15	2015-16	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	13,299	78,463	296,207	0		184,094	0	0	0
Current Assets	0	1,178,100	781,964	829,584	0		779,050	0	0	0
Fixed Assets	0	0	33,386	25,723	0		19,594	0	0	0
Total Assets	0	1,178,100	815,350	855,307	0		798,644	0	0	0
Current Liabilities	0	1,087,580	859,765	595,533	0		24,446	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	0	1,087,580	859,765	595,533	0		24,446	0	0	0
Net Assets	0	90,520	(44,415)	259,774	0		774,198	0	0	0
Total Revenues	0	2,699,497	3,178,296	4,332,517	0	4,846,960	5,438,140	0	0	0
Total Expenditures	0	2,608,977	3,313,231	4,136,125	0	4,404,400	4,815,918	0	0	0
Net Income / (Loss)	0	90,520	(134,935)	196,392	0	442,560	622,222	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	107,797	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	0	90,520	(134,935)	304,189	0	442,560	622,222	0	0	0
Net Assets, Beginning	0	0	90,520	(44,415)	0	76,088	151,976	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	94,817	0	0	0	0
Net Assets, Beginning, Adjusted	0	0	90,520	(44,415)	0	170,905	151,976	0	0	0
Net Assets, End	0	90,520	(44,415)	259,774	0	613,465	774,198	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are eligible to be considered for the rating of 3, Proficient. Other circumstances and information influencing the rating are noted in this evaluation.</p>	3
<p>Academic Performance Excellence Academy (APEX), an innovative small high school within the LAUSD implementing the innovative Diploma Plus Model, and its four essentials, a performance based model, a supportive school culture, future focus, and effective supports for all stakeholders, opened its door to the East Hollywood community in the Fall of 2008 concurrently with the rest of the Helen Bernstein Complex of schools located at 1309 N. Wilton Pl, 3rd Floor, Los Angeles, CA 90028. On April 17, 2012 Apex Academy submitted a completed charter petition to the Charter Schools Division seeking conversion as an independent charter school. The charter school proposed to serve approximately 350 students in grades 9-12 in 2012-2013 and expand to serve 450 students in grades 7-12 by 2013-2014. Apex Academy was founded as a school of choice with the vision of taking the most at risk middle school students and transitioning them successfully into high school and graduating them college/career ready.</p> <p><u>Areas of Demonstrated Strength and/or Progress:</u></p> <p>The 2014/15 audited actuals show positive net assets of \$259,774 with an upward trend of \$304,189. The audit report recorded an “Extraordinary item – Transfer of Net Assets” in the amount of \$107,797 which was from a 2 year grant from the Walton Family Foundation. It was originally recorded as a liability (deferred revenue) but the auditors decided to treat it as temporarily restricted net assets.</p> <p>The school’s cash and cash equivalent balance is \$296,207, which is above the recommended 5% cash reserve. The school continues to report an improving fiscal position with their 2015/16 first interim projected as positive net assets in the amount of \$881,996.</p> <ul style="list-style-type: none"> <u>Per Audit Reports</u> <ul style="list-style-type: none"> <u>Net Assets:</u> <ol style="list-style-type: none"> 2014/2015 - \$259,774 2013/2014 – (\$44,415) 2012/2013 - \$ 90,520 <u>Net Income / (Loss):</u> <ol style="list-style-type: none"> 2014/2015 - \$ 196,392 2013/2014 - (\$ 134,935) 2012/2013 – \$ 90,520 	



Transfer of Net Assets Add/ (Deduct):

i. 2014/2015 - \$ 107,797

• 2015/2016 First Interim

a. Net Assets: \$881,996

b. Net Income : \$622,222

Areas Noted for Improvement:

Based on the review of transactions during the annual oversight visit, it shows that the school did not adhere to the approved Fiscal Policies and Procedures. Below are the specific areas of non-compliance:

- As per the organizations “Fiscal Policies and Procedures Handbook” pg. 5 under Bank Checks of the schools fiscal policies and procedures it states that: “The School Director and Board Treasurer will co-sign checks in excess of \$7,000 for all non-recurring items”. The following check numbers were identified as not adhering to APEX’s fiscal policies and procedures: Check numbers: 100374, 100409, 100475, 100502, and 100523.
- It is recommended that the school work with their back office provider and ensure that the school’s “Fiscal Policies and Procedures Handbook” is aligned with the Spendbridge AP processing system verbiage.

Corrective Action Required:

None noted!

**Notes:**

As part of the authorizing activities of LAUSD, the Charter Schools Division (CSD) performs annual oversight visit to evaluate the fiscal condition of the independent charter school operating within the boundaries of LAUSD. The school is given a rating based on various criteria as outlined in the Fiscal Operations Rubric below. During the course of the oversight visit, CSD conducted a systematic fiscal review process which include, but not limited to the following:

1. Reviewed independent audit report for fiscal year 2014/2015. The audit report is unqualified with no significant findings, deficiency or material weaknesses noted.
2. Reviewed bank statements from July 2015 to December 2015. No discrepancies noted.
3. Apex does not have credit cards.
4. Apex is utilizing "Spendbridge" to process their purchases and payments.
5. Reviewed the following checks: check #'s 100357, 100374, 100391, 100409, 100216, 100445, 100475, 100502, 100514, 100519, 100523, 100526, 100539, 100550, 100561 and 100568. During the review, it was revealed that several of the checks did not contain the 2nd signature requirement pg. 5 under Bank Checks of the schools fiscal policies and procedures it states that: "The School Director and Board Treasurer will co-sign checks in excess of \$7,000 for all non-recurring items". The checks that were identified for not adhering to APEX's fiscal policies and procedures are as follows:
 1. Check # 100374, Date of Check: 02/25/15, Amount of Check - \$ 8,105.19 – exceeds threshold limit of \$7,000, dual signature is required.
 2. Check # 100409, Date of Check: 04/14/15, Amount of Check - \$10,440.00 - exceeds threshold limit of \$7,000, dual signature is required.
 3. Check # 100475, Date of Check: 07/17/15, Amount of Check - \$47,845.33 - exceeds threshold limit of \$7,000, dual signature is required.
 4. Check # 100502, Date of Check: 09/18/15, Amount of Check - \$12,550.00 - exceeds threshold limit of \$7,000, dual signature is required.
 5. Check # 100523, Date of Check: 10/29/15, Amount of Check - \$10,348.71 - exceeds threshold limit of \$7,000, dual signature is required.
6. Academic Performance Excellence Academy (APEX) has no legal issues to disclose
7. Conducted a "Segregation of Duties (SOD)" interview with the Principal and Director of Operations in the areas of payroll, procurement, cash handling, and check reimbursements. The school demonstrated adherence to the School's Fiscal Policies and Procedures.
8. Provided minutes of the meeting reflecting the receipt, review or approval of reports submitted to LAUSD:
 1. 2015/16 Budget – 06/15/15
 2. 1st Interim – 11/30/15
 3. 2nd Interim – 02/24/15
 4. 14/15 UA's – 09/28/15
 5. 14/15 Audit – 11/30/15
 6. EPA – 06/15/15
9. Provided minutes of the meeting reflecting the selection of the auditor – March 24, 2015 (VLS – 2014/15).
10. Provided equipment inventory list as of November 2015.
11. Website contains EPA required posting.



12. The variances in the budget from Preliminary Budget to the Unaudited Actuals was primarily caused by conservative budgeting at the beginning of the year. The increase in the expenditures for the same year was caused by the number of Special Ed. Students which almost doubled from 38 to 74. This created more expenses as the school implemented a full inclusion program and created additional teacher positions to support the needs of the Special Ed population.

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

Fiscal Operations Rubrics

<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school’s budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school’s website; 	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board approves any amendment(s) to the charter school’s budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no conflict of interest; 11. The EPA allocation and expenditures are posted on the charter school’s website;
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<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <p>1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</p>	<p>12. The LCAP is submitted to the appropriate agencies; 13. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 14. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 15. Audited and unaudited actuals nearly mirror each other.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <p>1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</p>



<p><i>A school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <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 eligible to be considered as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 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; 2. All vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. As a practice, the governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no conflict of interest. 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 9. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income. 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 organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: 	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ul style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget <p>5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes.</p> <p>6. The LCAP is submitted to the appropriate agencies.</p> <p>7. Governing board approved LCAP is posted on the charter school’s website.</p> <p>8. The EPA allocation and expenditures are posted on the charter school’s website.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Fiscal Operations Quality Indicators

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

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

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 (Statement of Financial Position)
 - 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 actuals, annual audit)



- Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Policies and Procedures Manual (approved by their governing board at least every five years to be coterminous with the charter petition, 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"> ● Current audit (notes, findings and material weakness, others) ● Results of prior/current year financial ratios ● Enrollment/ADA trends of the charter ● Any confirmed complaints from vendors regarding late/non-payments of debts ● Any reports from LAUSD staff of late submission of required reports ● Refer to Rubric 	<p><i>New Schools</i></p> <ul style="list-style-type: none"> ● Compare current enrollment count with the projection in the PENSEC Report ● Current total debt ● Current grant awards/other revenue ● Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense ● Expense and Receipts compared to Budget ● Results of current year financial ratios ● Any confirmed complaints from vendors regarding late/non-payments of debts ● Any reports from LAUSD staff of late submission of required reports ● Refer to Rubric
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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 at least every five years to be coterminous with the term of the charter. 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.