



ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2023-2024 SCHOOL YEAR

FOR

N.E.W. ACADEMY OF SCIENCE AND ARTS - 2023

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



Charter School Name: N.E.W. Academy of Science and Arts		Location Code: 2023	
Current Address: 1) 379 S. Loma Dr. 3) 375 S. Columbia Ave. 2) 345 S. Columbia Ave. 4) 303 S. Loma Dr.		City: Los Angeles	ZIP Code: 90017
Phone: 213- 413-9183		Fax: 213- 413-9187	
Current Term of Charter¹: July 1, 2018 to June 30, 2026		LAUSD Board District: 2	LAUSD Region: East
Number of Students Currently Enrolled: 409	Enrollment Capacity Per Charter: 450	Number Above/Below Enrollment Capacity (day of visit): Below by 41	
Grades Currently Served: TK-5	Grades To Be Served Per Charter: TK-5	Percent Above/Below Enrollment Capacity (day of visit): Below by 9.1%	
Norm Enrollment Number:	410		
Total Number of Staff Members:	59	Certificated: 20	Classified: 39
Charter School's Leadership Team Members:	Nelsy Jackson, Interim Principal; Andres Versage, Vice Principal; Eddie Castro, School Business Manager; Angelica Ortega, ELD Coordinator; Joanna Espinoza, Reading & Intervention Coordinator; Marta Sanchez, Chief Academic Specialist		
Charter School's Contact for Special Education:	Joanna Espinoza	SELPA & Option:	LAUSD Option 3
CSD Assigned Administrator:	Sunserae Keaton	CSD Fiscal Oversight Manager:	Luisito Lya
Other School/CSD Team Members:	Jose Salas, Specialist		
Oversight Visit Date(s):	May 1, 2024	Fiscal Review Date (if different):	N/A
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	N/A	LAUSD Co-Location Campus(es) (if applicable):	N/A
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO	COO/TCO Approved Grade Levels and Occupancy Loads:	Combined Max Occ.: 587 Grade Levels Unspecified

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	3, Proficient	3, Proficient	3, Proficient

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education’s criteria for evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: DUE PROCESS The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on documentation provided in the Governance folder, as well as discussion with school leadership, evidence shows:</p> <ul style="list-style-type: none"> • Evidence of systems to provide due process for students including, but not limited to, Uniform Complaint Procedures (UCP) and related forms. • Evidence of procedures for resolving general stakeholder complaints including a Parent Concern complaint form; a 2023-2024 Student-Parent Handbook (available in English and Spanish via the school’s website) which includes procedures/policies regarding Suspension/Expulsion (including appeals) • The Employee Handbook which includes descriptions of the school’s employee Standards of Conduct and employee discipline and grievance policies. <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.). Review of governance documentation in Folder I included, but was not limited to:</p> <ul style="list-style-type: none"> • Evidence that meetings of the school’s governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of school performance and operations from the organization’s school principal (e.g., seven regular board meeting had a section called Educational Excellence where school data and reports/updates were shared with the board) <ul style="list-style-type: none"> ○ The board received educational reports on 1/25/23, 3/29/23, 6/21/23, 10/25/23, 12/13/23, 1/24/24, and 2/21/24 including, but not limited to, student achievement data (e.g., CAASPP performance data, ELPAC, California School Dashboard data) attendance data, school activities, parent engagement, etc. • Evidence that the school’s 2023-2024 LCAP was reviewed and approved on June 21, 2023 with a mid-year review done on January 24, 2024. <p>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff. A review of evidence presented in the shared folder and discussion with school leadership revealed:</p> <ul style="list-style-type: none"> • Evidence that the school’s governing board monitors the school’s staffing needs and compliance with applicable credentialing, clearance, and training requirements, as evidenced by review and certification of relevant aspects of the <i>Compliance Monitoring and Certification of Board Compliance Review</i> form at its December 13, 2023 meeting and demonstrated compliance in clearances and credentialing. 	



- Evidence that the school's governing board has established procedures to evaluate the organization's Chief Academic Specialist. Evidence includes a NEW Academies- Executive Academic Evaluation document used by the school's governing board to evaluate the organization's Chief Academic Specialist in multiple areas (e.g., Demonstrating Integrity, Cultivating a Culture of Excellence, Leading the Educational Program, etc.).
- Review of documentation in Folder I also included evidence of systems for evaluating school-based staff including, but not limited to:
 - A Formal Classroom Observation Record and Evaluation tool evaluating teachers in areas based on the California Standards for the Teaching Profession such as Engaging/Supporting Student Learning, Effective Learning Environment, Subject Matter Knowledge, etc.
 - A N.E.W. Academy School Site Administrator evaluation tool for evaluating school leaders in areas such as practice, competency, support for teacher growth, etc.)
 - A Classified Office Personnel Performance Review tool for evaluating staff in areas such as Job Knowledge and Skill, Communication and Interaction, etc.

Areas Noted for Further Growth and/or Improvement

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) Review of the Governance Folder, the school's website, and discussion with school leadership revealed:

- As noted in the 2022-2023 APBOV Report, the Governing Board Bylaws indicate there should be no less than 9 members on the board. Currently the Governing Board is composed of 7 members due to one member resigning and another member passing away.
 - In light of this, school leaders report taking actions including, but not limited to, the following:
 - Identified three potential candidates to interview
 - Screened the potential candidates
 - Will make recommendations to the board regarding the candidates
 - The timeline for this process is to have a full board by the beginning of the 2024-2025 academic year
- As noted in the 2022-2023 APBOV Report, agendas for meetings of the school's governing board do not include notice of reasonable accommodation for individuals with disabilities.
 - In light of this, school leaders report taking actions including, but not limited to, the following:
 - Researched to clarify the wording requirements for reasonable accommodations
 - Wrote up a notice of reasonable accommodations
 - Will add this notice to their board meeting agendas moving forward

Notwithstanding the items noted above for growth, evidence revealed:

- A calendar of meetings of the school's governing board for the 2023-2024 school year showing ten meetings of the school's governing board scheduled between January 2023 and February 2024.
- That meetings of the school's governing board are conducted openly and provide opportunity for public participation.
 - Agendas of meetings of the school's governing board are maintained and posted to the school website.



- Minutes for the school’s governing board are maintained and posted to the school website through the 2022-2023 school year.
- That the governing board reviewed and subsequently certified the *Compliance Monitoring and Certification of Board Compliance Review* form at its 12/13/23 meeting.
- That all the school’s current seven (7) directors received Brown Act training in March 2023, June 2023, or July 2023.

Corrective Action Required

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

Notes:

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The charter school’s current Bylaws require the principal to have an administrative credential. However, the current interim principal does not have an administrative credential. Per the charter school’s leadership, the Board of Directors made the decision to approve this appointment, based on Dr. Sanchez’s (Chief Academic Specialist) recommendation that the individual serve as the “Interim Principal” due to having a PhD., being a founding teacher at N.E.W. NASA, and having 20 years of experience in education.

***NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G2: DUE PROCESS – QUALITY INDICATOR

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides 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 systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources Policies and Procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership <input checked="" type="checkbox"/> Evaluation of all school-based staff <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION - QUALITY INDICATOR

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the prior two independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; background-color: #e0e0e0;">Rubric</th> <th style="background-color: #e0e0e0;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Performance</div> <div style="flex-grow: 1;"> <p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p> </div> </div> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) </td> </tr> </tbody> </table>		Rubric	Sources of Evidence	<div style="display: flex; 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financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p> </div> </div>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
Rubric	Sources of Evidence				
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Performance</div> <div style="flex-grow: 1;"> <p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p> </div> </div>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) 				



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>	
<ul style="list-style-type: none"> • The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. • The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings. 	
Performance	Rubric
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)
Sources of Evidence	
<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)	
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):	
N/A	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, the school’s identification: (See additional information within “Notes” section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A3: DASHBOARD SCHOOLWIDE MATH</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is Yellow, as compared to the state’s color of Orange. The school’s 2023 schoolwide Math DFS (-42.5 DFS) is higher than the state average (-49.1 DFS). <p>A4: DASHBOARD STUDENT GROUP MATH</p> <ul style="list-style-type: none"> All of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores. <ul style="list-style-type: none"> The 2023 average DFS in Math for the school’s English Learner students (-47.9 DFS) is higher than the state average (-93.4 DFS). The 2023 average DFS in Math for the school’s Latino students (-43.4 DFS) is higher than the state average (-80.8 DFS). The 2023 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-42.5 DFS) is higher than the state average (-80.8 DFS) The 2023 average DFS in Math for the school’s Students with Disabilities (-89.8 DFS) is higher than the state average (-127.3 DFS) <p>A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELPI color is Green, as compared to the state’s color of Yellow. The school’s 2023 percentage of English Learner students making progress towards English language proficiency (61.6%) is higher than the state average (48.7%). <p>A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8)</p> <ul style="list-style-type: none"> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow, the same as the state’s color of Yellow. The school’s 2023 percentage of chronically absent students (15.4%) is lower than the state average (24.3%). 	

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE**

- The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).

Areas Noted for Further Growth and/or Improvement**A1: DASHBOARD SCHOOLWIDE ELA**

- The schoolwide Dashboard ELA Indicator color is Orange, the same as the state's color of Orange. The school's 2023 schoolwide ELA DFS (-58.3 DFS) is lower than the state average (-13.6 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Hired a Literacy Coach and Reading Specialist to support all students. This coach works collaboratively with teachers, provides professional development, and shares resources to focus on developing literacy skills using the 'science of reading'.
 - Daily intervention via SIPPS (Systematic Instruction in Phonological awareness, Phonics, and Sight words) program for grades 2-5
 - Daily intervention via Heggerty for Kindergarten through 1st grade
 - Daily tutoring using Book Nook online platform to support students in reading
 - Small group instruction to differentiate lessons, as well as use of scaffolds, modeling, sentence frames, visuals, realia to support understanding
 - CEEL (Center for Equity for English Learners) coaching and PD for teachers
 - Use of Lumos, an online skill builder test application, to help 3rd-5th grade students with the SBAC preparation

A2: DASHBOARD STUDENT GROUP ELA

- None of the school's numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.
 - The 2023 average DFS in ELA for the school's English Learner students (-68.2 DFS) is lower than the state average (-67.7 DFS).
 - The 2023 average DFS in ELA for the school's Latino students (-59.2 DFS) is lower than the state average (-40.2 DFS).
 - The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-58.3 DFS) is lower than the state average (-42.6 DFS)
 - The 2023 average DFS in ELA for the school's Students with Disabilities (-137.7 DFS) is lower than the state average (-96.3 DFS)
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Hired a Literacy Coach and Reading Specialist to support all students. This coach works collaboratively with teachers, provides professional development, and shares resources to focus on developing literacy skills using the 'science of reading'.
 - Daily intervention via SIPPS (Systematic Instruction in Phonological awareness, Phonics, and Sight words) program for grades 2-5
 - Daily intervention via Heggerty for Kindergarten through 1st grade
 - Daily tutoring using Book Nook online platform to support students in reading



- Small group instruction to differentiate lessons, as well as use of scaffolds, modeling, sentence frames, visuals, realia to support understanding
- CEEL (Center for Equity for English Learners) coaching and PD for teachers
- Use of Lumos, an online skill builder test application, to help 3rd-5th grade students with the SBAC preparation

Corrective Action Required

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

Notes:

English Learner (EL) Reclassification:

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

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



A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR

<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"> California School Dashboard Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR

<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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR

<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"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR

<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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR

<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"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR

<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"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR

<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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR

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



A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR

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

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

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



A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school **did** provide Verified Data for consideration.

Academic Progress Indicator(s) for the 2022-2023 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: K-5	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: K-5	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school disaggregated student performance data for the following student groups: [Click or tap here to enter text.](#)
 The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the following verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: MAP Growth by NWEA: *School Summary Report*
 - The charter school did not provide the correct report from the publisher to determine one year’s growth.

Notes:

*MAP Growth by NWEA, Grades K-12 does not provide a participation rate. The school’s participation rate is self-reported.



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

The school currently has three (3) benchmarks related to Student Achievement and Educational Performance:

The school must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following:

Benchmark 1: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.

- **2023 Status: No Update** due to no release of Reclassification data by the CDE. However, it should be noted that per the California School Dashboard English Learners making progress increased by 5.3% and the school's 2023 percentage of English Learner students making progress towards English language proficiency (61.6%) is higher than the state average (48.7%).

The school must provide an annual update to the Charter Schools Division by December 1 of each year of the charter term demonstrating its progress related to the following:

Benchmark 2: The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard with the goal to achieve and maintain the "Green" performance level or higher on the English Learner Progress Indicator (ELPI), as applicable.

- **2023 Status: Met.** Although there is only one year of performance level and therefore the progress cannot be compared, the school has achieved Green on the schoolwide Dashboard.

Benchmark 3: The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for English Language Arts and Math as measured by CAASPP (SBAC) Assessment for "All Students" at a rate equal or greater than the Resident Schools with the goal of achieving and maintaining the "Green" performance level or higher.

- **2023 Status: No Update** due to only one year of performance level data. However, as reported by the California Dashboard, please note below:
 - **ELA-** Students declined 14.4 points and are -58.3 points Distance from Standard.
 - **Math-** Students increased 3.2 point and are -42.5 points Distance from Standard.



LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes
Notes:	
None at this time.	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<u>Areas of Demonstrated Strength and/or Progress</u>	
O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM	
<p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report. Review of the documentation provided, discussions with school leaders, and classroom observations included, but were not limited to the following:</p>	
<ul style="list-style-type: none"> • School leaders highlighted key features of the school including Family Community School Partnership (the school actively engages families and the community in the ‘life’ of the school), a Language Academy Program (a dual language style program with two cohorts per grade level) and Interdisciplinary Project-Based Curriculum. <ul style="list-style-type: none"> ○ Evidence of implementation of Family Community School Partnership included, but was not limited to: partnerships with CCNP, CARECEN, Planned Parenthood, etc. and events like Soy Bilingue Festival, Science Fair and Art Show, etc. ○ Evidence of implementation of the Language Academy Program included, but was not limited to: instruction delivered in English and Spanish, a partnership with Loyola Marymount University to develop the program, enrollment of interested students in the program (particularly ELs) and a program that spans TK through 5th ○ Evident of Interdisciplinary Project-Based Curriculum included, but was not limited to collaboration between students on different projects, lessons and units organized around central ideas, etc. • Professional development materials related to the school’s key features (e.g., Who We Are, Language Matrix, Reading and Literacy, Project Based Learning, Arts and Integration, Fall Festival Activities and Engagement Strategies, etc.) and a description of the school’s process for determining professional development needs, which includes examination of student assessment data, classroom observations, teacher surveys, grade-level needs assessment, teacher needs assessment, consultation with the Chief Academic Specialist and Program Director, and discussions with the Administration Committee. • Lesson plans, unit plans, posted student work samples, etc. and classroom observations included evidence that the school’s courses are aligned to the California Content Standards (e.g., CCSS, NGSS, etc.). • Prior to classroom observations, school leaders identified the following focus areas aligned to the school’s key features and professional development program: Making Connections and Problem Solving. During class walkthroughs, CSD staff observed evidence of implementation of focus areas including, but not limited to, students and teachers connecting learning to ‘real world’, classroom environments with culturally relevant materials, connections between prior learning and current learning, questioning at DOK level 3, student collaboration to work on complex tasks, assignments that expect students to create and design, etc.. <ul style="list-style-type: none"> ○ School leaders and CSD staff debriefed these walkthroughs with discussion of observations that aligned to the focus areas. 	



- There was also a discussion of “Lost Opportunities”/potential growth areas/opportunities for improvement (rather than having the teacher recap and translate, have a student do this).
- Evidence of a system to analyze and respond to student achievement data (e.g., established an Internal Data Gather Process that collects and analyzes ELA and math data using Running Records and NWEA MAP, collection of academic performance data each trimester at classroom, grade-level, and schoolwide levels).
- Evidence of ongoing use of data to monitor and improve the education program (e.g., teacher meetings to analyze assessment data to determine which students need intervention and tutoring, reflection on student performance that informs instruction, etc.)

O3: SPECIAL EDUCATION

The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records. Review of Welligent reports, as well as discussion with school staff, demonstrated general implementation and awareness of IEP timelines and service tracking.

- The Service Delivery Report showed 96.6% of services in Tiers 1, 2, and 3 while 4.1% of services were Tiers 4, 5, and 6 due to some new services being added during IEPs and an initial IEP that was just ‘locked’.
- The Master Calendar Report showed one overdue IEP due to needing a continuation for speech and Language assessment.
- Documentation in Folder III included the school’s completed Self-Review Checklist, the school’s most recent District Validation Review (2018-2019), and evidence of staff professional development on topics related to special education (e.g., Accommodation or Modification; What’s the difference?, Introduction to Special Education).
- Per the school’s response to pre-visit guiding questions, the monitoring of its special education program, including IEP timelines and service records, entails the following:
 - Employment of personnel and processes to meet students’ needs
 - Once an IEP is closed, the student’s passport is updated to reflect this.
 - Team members are advised that the updates are ready to be put into place
 - Special Education administrative designees assure that staff incorporated the updated information.
 - “We keep regularly appraised of service minutes and then run reports consistently..”

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups. Review of documentation in Folder III, discussions with school leaders, and classroom/campus observations included evidence of systems to promote a positive school climate including, but not limited to:



- A schoolwide positive behavior support system the leverages a 3-Tiered Behavior Intervention Program based on the six pillars of character, use of SSPTs, and individualized behavior plans
- Professional Development that focuses on SEL and School Climate (e.g., Anti-Bullying Presentation: Bullying 101, PBIS,
- Alternatives to suspension (e.g., behavior plan/agreement, meeting with parents, behavior monitoring, counseling, referral to vice-principal) and evidence of restorative justice practices such as use of a reflection sheet to guide students in thinking about their actions and ways to ‘improve their behavior’, praise and reinforcement of desired behaviors, and teaching of Character Counts! (i.e., the importance of building good character as based on the Six Pillars)
- Systems to prevent acts of bullying (e.g., school-wide events that promote kindness and anti-bullying such as read alouds about Bully with grades TK-2 and Anti-Bullying presentations with grades 3-5)
- Partnerships with external organizations: Teoyolli Aztec Mexican Dance & Cultural Diffusion [to provide professional development and coaching to teachers], Creating Creators [to develop technology, writing, film production, and directing], Luminarias Institute, Inc [to provide full-scope counseling services to students and families], LMU Student Technology Academy [to provide technology training for students]
- Partnerships with consultants: Jan Kirsch Consultant (Arts Integration PD), Dr. Helen Kim Consultant (PD on math), and Dr. Ernesto Colin (PD and instruction on hands-on activities to create Aztec culture elements)
- parent [trainings/workshops/outreach] (e.g., [title(s)/topic(s) and/or brief explanation])
- Per the *LAUSD Office of Data & Accountability’s Data Sets for suspension, expulsion, and disproportionality*, the school’s 2022-2023 suspension event rate was 0.0%, and suspension disproportionality rates for the school’s Students with Disabilities student group was 0.0%.

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

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



Notes:

None at this time.

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators



O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 		
	Rubric	Sources of Evidence
Performance	<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><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 its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



O3: SPECIAL EDUCATION - QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR

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

- Align with 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, 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent 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 <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



<p>Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.</p>	<p>Not Applicable</p>	
<p>Notes: Reminder: California Code, Education Code - EDC § 32001 Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, ... shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level ...</p> <p>Earthquake Drills California Code, Education Code - EDC § 32282 (a.2.B.i.II) (i) Establishing an earthquake emergency procedure system in every public-school building having an occupant capacity of 50 or more pupils or more than one classroom. (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools...</p>		



Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
<p>The following information posted to the school’s website:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Access to approved charter</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605</p>	<p>Not Applicable</p>	
<p>Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381</p>	<p>Not Applicable</p>	
<p>Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Notes:</p> <p>None at this time.</p>		



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/1/2024

Table with 16 columns: 2023, 2019-2020 (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Audited Financials), 2020-2021 (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Audited Financials), 2021-2022 (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Audited Financials). Rows include Cash and Cash Equivalents, Accounts Receivable, Total Current Assets, Total Assets, Deferred Outflows of Resources, Total Liabilities, Net Assets, Total Revenues, Total Expenditures, Net Income / (Loss), and various adjustments.

Table with 16 columns: 2023, Audited Financials (2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024), 2022-2023 (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Audited Financials), 2023-2024 (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Audited Financials). Rows include Cash and Cash Equivalents, Accounts Receivable, Total Assets, Deferred Outflows of Resources, Total Liabilities, Net Assets, Total Revenues, Total Expenditures, Net Income / (Loss), and various adjustments.



FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**.

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

N.E.W. Academy of Science and Arts' fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
N.E.W. Academy of Science and Arts	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$2,340,937	\$3,220,098	\$4,675,114	\$6,093,689	\$6,331,962
Net Income / (Loss)	\$567,278	\$879,161	\$1,455,016	\$1,521,269	\$238,273
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	(\$102,694)*	\$0
Cash and Cash Equivalents	\$1,316,455	\$1,952,139	\$3,071,202	\$7,196,717	\$7,671,098
Unrestricted Net Assets	\$2,320,937	\$3,220,098	\$4,675,114	\$6,093,689	\$6,331,962
Norm Enrollment Reported by the School	427	417	403	403	410
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	40.99%	54.31%	63.80%	72.26%	64.00%



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	23.25%	32.93%	41.91%	85.34%	77.54%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1070.53%	659.38%	698.72%	234.47%	311.46%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	9.12%	14.49%	13.85%	49.67%	47.02%

*The prior year’s adjustment reported for 2022-2023 fiscal year was due a prior year restatement for Hold Harmless Fund to correct the amount per location between N.E.W. Academy of Science and Arts and N.E.W. Academy of Canoga Park.

NEW Academy					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$15,192,980	\$2,729,850	\$0	\$0
<p>Management Fees: According to NEW Academy, there are no management fees charged to NEW Academy of Science and Arts or the other charter school that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including consulting fees, audit costs, and legal costs that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA).</p>					

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:



Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from NEW Academy (including bank statements, bank reconciliations, credit card statements, and check registers) for the tow (2) New Academy charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these NEW Academy charter schools, to assess overall compliance with NEW Academy's *Fiscal Policies and Procedures Manual*. Any areas noted for further growth and/or improvement relating to NEW Academy's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific New Academy school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each New Academy charter school.

1. **Type of Observations: California State Teachers' Retirement System (CalSTRS) Delinquent Contributions and Payroll Reporting**

- **Source(s) of Document Reviewed:** CalSTRS Letters issued by CalSTRS Financial Services Branch
- **Description of Observation:** The CSD received an email notification and the copy of the two letters from CalSTRS Office stating that both N.E.W. Academy of Canoga Park and N.E.W. Academy of Science and Arts were delinquent in the submission of the payroll reporting and STRS contributions for the months of November-December 2023. The first delinquent letter was dated February 28, 2024 (for the month of November 2023) and the second delinquent letter was dated March 25, 2024 (for the months of November-December 2023).

The CalSTRS letters indicated: "Education Code section 23002 states that ninety five percent of the member and employer contributions are due five working days immediately following the month in which the compensation was earned. The remaining five percent of employer and member contributions are due by the fifteenth working day following the month in which the compensation was earned. If the contributions are not received on time, Los Angeles County Office of Education (LACOE) will be assessed penalties.

Additionally, section 23005 of the Education Code states the monthly reporting payroll file is due to CalSTRS 30 calendars days immediately following the month in which the compensation was earned. The file is delinquent and will be assessed penalties if it is received after the 44th calendar day. CalSTRS utilizes the payroll file to assess the contributions that are due."

- **Charter Operator's Fiscal Policies and Procedures:** Page 8 of New Academy Schools' Fiscal Policies and Procedures states: "Employees are paid on a semi-monthly basis (15th and end of month). Under the supervision of the School Site Administrator, Edtec will be responsible for processing payroll prepared by the School Business Manager. through a third-party provider.

The School Site Administrator is authorized to approve all payroll changes within the scope of his/her budget authority.

Edtec will prepare payroll in accordance with the organization's payroll calendar.

Five business days prior to each check date, the School Business Manager will provide Edtec with a summary payroll report that includes:

- A listing of salaried staff to be included in the payroll and an accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
- The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.



The Edtec Payroll Rep assigned to the organization will prepare payroll based upon the summary payroll and change reports submitted and send the payroll spreadsheet to the School Business Managers and School Site Administrators for approval.”

- **Charter School's or Charter Operator's Response:** According to NEW Academy, the November 2023 and December 2023 contributions were delayed due to new bank security features, and the payments were not properly submitted on time due to an ACH (electronic money transfer) limitation. NEW Academy stated the following response below.

NEW Academy of Canoga Park:

“December 2023 contribution: The contribution was \$108,293.26. The school was not able to pay the full amount due to ACH limitation previously in place of \$100,000.00. In December, the Board approved to increase the ACH limit to \$150,000.00 to avoid any issues with any contributions over \$100,000.00. The remaining balance of \$8,293.26 was paid on 1/5/2024.” The \$100,00 was paid on 1/2/2024.

NEW Academy of Science and Arts:

“November 2023 contribution: The contribution was \$90,467.97. The ACH payment was made and approved by my school principal on December 2 due to new bank security features, the payment was not properly submitted on time. With the support of Vivian Fang, a California Credit Union representative, the ACH limit was increased and the payment was made.

December 2023 contribution: The contribution was \$94,758.74 and was paid on 1/3/24 (please see confirmation below). Due to the delay with the November contribution, the December contribution was not showing “fully processed.” This status has been updated with STRS and LACOE.”

As a result, NEW Academy stated that “the school board approved an ACH increase to \$150,000 for both schools to avoid any further delays. In addition, the bank security features have been adjusted to avoid possible delays. In collaboration with both principals, the ACH payment will be posted on the 1st of each month and a screenshot of the transactions will be sent to or Charter Schools Fiscal Oversight Manager and LACOE.”

Further, NEW Academy provided a communication from CalSTRS confirming that reporting issues have been resolved and that there are no current delinquencies and reporting issues.

- **CSD's Recommendations/Comments:** As noted above and per the CSD's documentation review, both NEW Academy charter schools have resolved the issue of delinquencies and reporting issues. The CSD will continue to monitor NEW Academy's CalSTRS reporting process and submission of CalSTRS contributions through oversight.

2. Type of Observations: Checks Outstanding for 90 days or More (Recurring Issues)

- **Source(s) of Document Reviewed:** Bank Reconciliation Reports
- **Description of Observation:** Based on the CSD's review of NEW Academy's Bank Reconciliation Reports for the months of October 2023 through March 2024, the CSD noted three checks that, as of March 31, 2024, had been outstanding for 90 days or more. Details regarding these items are provided



below. This is a recurring issue referenced in the school’s 2019-2020, 2020-2021, 2021-2022, and 2022-2023 Annual Performance Based Oversight Reports, respectively.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Outstanding (As of 3/31/2024)	Transaction Description	NEW Academy's Response
1	X0462	22625	7/13/2023	143376 Creditable Express LLC	\$5,071.50	262	Summer Program Field Trip Transportation	Please disregard this entry. This was replaced with check #1022. Check #22625 was voided due to an increase on the invoice. School wrote check #1022 with new amount of \$6,924.15 to Creditable Express.
2	X0462	22819	11/1/2023	185685 School Employee (Reimb)	\$22.90	151	Reimb: Mileage	Please disregard this entry. This was replaced with check # 1084.
3	X0462	22817	11/1/2023	186134 School Employee (Reimb)	\$14.12	151	Reimb: Pipe & Cap Slip for SBF	Please disregard this entry. This was replaced with check #1085.
				Total	\$5,108.52			

- **Charter Operator’s Fiscal Policies and Procedures:** NEW Academy does not have an existing policy with regards to checks outstanding for 90 days or more.
- **Charter School's or Charter Operator’s Response:** In response to the CSD’s observation above, NEW Academy stated that it would adopt a direct deposit policy, in order to avoid outstanding transactions. This topic will continue to be on the agenda on our weekly meetings with EdTec to review and update outstanding checks.
- **CSD’s Recommendations/Comments:** The CSD continues to recommend that the charter operator establish written guidance in its fiscal policies and procedures and establish expectations for its staff and its back office services provider regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at New Academy’s next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.



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

1. Type of Observation: Check Disbursements - Inconsistent Practices and Lack of Written Guidance Regarding Dual Signatures

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of a sample of New Academy charter schools’ checks and supporting documentation, the CSD noted three of the four checks issued were signed with dual signatures, and that NEW Academy lacks written guidance specifically regarding the dual signature requirements (including the threshold amount). The four checks are summarized below.

Item #	Bank Acct #	Check #	Check Issuance Date	Vendor Name	Transaction Description	Check Amount	With Dual Check Signatures	NEW Academy’s Response
1	X2713	23449	6/29/2023	Loyola Marymount University School of Education	Bill #063023-VG--Services rendered by the center for Equity for English Learners : 03/01 - 06/30/23 Bill #022823-VG--Services rendered by the center for Equity for English Learners : 07/01/22 - 02/28/23 Bill #041322-VG--Services rendered by the center for Equity for English Learners : 01/01 - 04/15/22	\$115,046.00	Yes	Per the Fiscal Policy Procedures, on page 14, the threshold amount is \$15K. All invoices over \$15K must receive approval from the school site administrator and from the board of directors. Payment will be released once both approvals have been received in Box, software used to process payments. Attached please find screenshot showing 2 approvals for check in the amount of \$110,845.53.
2	X0462	22672	8/16/2023	New Economics for Women	Bill #063023W--45 Apple Ipad Pens 45 Apple Ipad Keyboards & Staff Uniform/ Sweaters Bill #063023U—NASA ASES: September 2022 Bill #063023V--NASA ASES : October 2022	\$46,698.80	Yes	
3	X0462	22679	8/23/2023	New Academy Canoga Park	Bill #00004--Shared Cost Eoy	\$110,845.53	No	
4	X0462	23016	2/20/2024	379 Loma Limited Partnership, LP	Bill #March 2024--Building Lease Loma	\$17,482.16	Yes	



- **Charter Operator’s Fiscal Policies and Procedures:** NEW Academy lacks an existing policy regarding the threshold amount for the requirement of dual check signatures.
- **Charter School’s or Charter Operator’s Response:** Please see “NEW Academy’s Response” in the table above.
- **CSD’s Recommendations/Comments:** The CSD recommends that NEW Academy establish a written policy with regards to the guidance of a threshold amount that requires dual check signatures for consistent expectations and practices.

2. Type of Observations: Late Fees (Recurring Issue)

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** Based on the CSD’s review of a sample of NEW Academy charter schools’ checks and supporting documentation, the CSD noted invoices that referenced late fees. These late fees are summarized below. This issue is a recurring issue referenced in the school’s 2020-2021, 2021-2022, and 2022-2023 Annual Performance-Based Oversight Reports, respectively.

Item #	Bank Acct #	Check #	Check Issuance Date	Vendor Name	Transaction Description	Check Amount	Late Fees	New Academy’s Response
1	X2713	23816	12/5/2023	Ready Refresh	Bill #13K0032158669--Billing: 10/17 - 11/16/23 + Late Fee	\$164.50	\$20.00	Misplacement of mail with the building/apartment complex.
2	X2713	23855	12/18/2023	Canon Financial Services, Inc.	Bill #31659972--Contract Charge: 11/20 - 12/19/23 + Late Fee	\$1,723.50	\$144.63	Misplacement of mail with the building/apartment complex.
3	X2713	23989	2/28/2024	Ready Refresh	Bill #13L0032158669--Billing: 11/17 - 12/16/23 Bill #14B0032158669--Billing: 01/17 - 02/16/24 + Late Fee Bill #14A0032158669--Billing: 12/17/23 - 01/16/24 + Late Fee	\$256.75	\$40.00	Misplacement of mail with the building/apartment complex.
4	X2713	24000	3/5/2024	CodeFu San Fernando Valley	Bill #1102--After - School Coding Class at NEW & Late Fee	\$3,130.00	\$250.00	Misplacement of mail with the building/apartment complex.
5	X0462	22692	9/8/2023	AT&T	Bill #4209561805--Services: 08/07 - 09/06/23 & Late Fee Bill #5152340809--Services: 07/07 - 08/06/23 & Late Fee	\$2,682.20	\$34.79	Misplacement of mail with the building/apartment complex.
6	X0462	22865	11/27/2023	AT&T	Bill #0873103809--Services: 09/11 - 10/10/23 + Late Fee	\$2,956.08	\$1.13	Misplacement of mail with the building/apartment complex.



7	X0462	23045	3/5/2024	AT&T	Bill #9869067805--Services: 02/07 - 03/06/24 & Late Fee	\$1,441.02	\$8.83	Misplacement of mail with the building/apartment complex.
8	X0462	23078	3/20/2024	Canon Financial Services, Inc.	Bill #32220105--Contract Charge & Insurance charge: 03/01 - 03/31/24 & Late Fee	\$5,713.12	\$479.61	Misplacement of mail with the building/apartment complex.
						Total	\$978.99	

- Charter Operator’s Fiscal Policies and Procedures:** Page 13 of NEW Academy’s Fiscal Policies and Procedures approved on April 21, 2021, by the Board of Directors states: “The School Business Manager will code invoices to the correct budget line. Invoices are then routed to the School Site Administrator for payment approval. If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the School Business Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to Edtec. Edtec will review the invoice for sufficient supporting documentation, verify the coding, and process payment.”
- Charter School's or Charter Operator’s Response:** In response to the CSD’s observation, NEW Academy stated that the school address at 379 S. Loma Dr. where the mail is being delivered is shared with the building /apartment complex causing the mail to be misplaced. As a result, the school office clerk goes to the building/apartment complex’s lobby every day to check on the mail. In addition New Academy will be enrolling in “paperless,” if available with any vendor, to avoid mail issues. Furthermore, New Academy is in discussion with building management to add a suite number to the school’s address to have the school mail directly delivered to their school, instead of the building/apartment complex lobby.
- CSD’s Recommendations/Comments:** The CSD recommends that the school implement procedures to track all recurring and recurring invoices and billing statements, in addition to enrolling in “paperless”, to ensure that all vendors are paid timely, to prevent the school from incurring additional late fees in the future.

The Charter Schools Division will review these issues referenced above and the recommended updates to the school’s fiscal policies by or during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

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

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

N/A.

**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.See **Item #1** under **Areas for Further Growth and/or Improvement** above regarding CalSTRS Delinquent Contributions and Payroll Reporting.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$830K in Accounts Receivable is primarily due to reclassification of ESSER III from negative Accounts Receivable to Deferred Revenue (adjustment treatment of Right-of-use asset).
3. The school's reported Norm Enrollment was 427, 417, 403, 403, and 410 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 17 students (or 4.0%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 410 students, which is 40 students (or approximately 8.9%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 450 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted in person at NEW Academy of Science and Arts. No discrepancies were noted.

II. Review of 2023-2024 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. A copy of the most current fiscal policies and procedures was provided.



12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were not provided as the charter school has indicated not applicable.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided. The CSD's observations were noted under Areas Noted for Further Growth and/or Improvement above.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from April 2023 to March 2024) were provided. Reviewed 30 checks. The CSD's observations were noted under Other Observations.
21. a) A list of all active credit card account(s), b) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning from October 2023 to March 2024) Choose an item. Selected the months of October 2023 through March 2024 and reviewed 15 credit card transactions for sample testing. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from October 2023 to March 2024), were provided. Selected the months of October 2023 through March 2024 for sample testing. The CSD's observations were noted under Areas Noted for Further Growth and/or Improvement above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were provided.
 - i. Charter School Name (For CMO Schools): NEW Academy of Science and Arts
 - ii. Address of the New/Expanded Property/Construction Site: 303 S. Loma Dr. Los Angeles, CA 90017
 - iii. Construction Start Date: 6/21/2022
 - iv. Estimated Project Completion Date: Original date 12/2022, but new date is 6/15/2024
 - v. Projected Total Cost: \$50,600.00
 - vi. Purpose of Project/Construction: Add an additional room for upper grade students
 - vii. Current Project Status: Pending replacement of fire panel and final city inspection and permit
 - viii. Financing Sources (description/amount): ESSER
 - ix. Estimated Move-In Date: Original date 12/2022, but new date to move in 8/20/2024.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



Fiscal Operations Rubrics

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></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 cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 	<p><u>Existing Schools (based on the most current annual audit):</u></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 cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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

- 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

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

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits; 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5). 	<ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit; 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></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; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the 	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;

2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.

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

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);

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

school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

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

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



<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5). 	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections; 4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school’s website; and 8. The LCAP is submitted to the appropriate agencies. <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>