



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

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

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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.



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: 420	Enrollment Capacity Per Charter: 450	Number Above/Below Enrollment Capacity (day of visit): Below by 30	
Grades Currently Served: TK-5	Grades To Be Served Per Charter: TK-5	Percent Above/Below Enrollment Capacity (day of visit): Below by 6.67%	
Norm Enrollment Number: 419			
Total Number of Staff Members: 48	Certificated: 18	Classified: 30	
Charter School's Leadership Team Members: Nelsy Jackson, Principal; Dr. Marta E. Sanchez, Chief Academic Specialist; Angelica Ortega-Ramirez, Vice Principal; Eddie Castro, School Business Manager			
Charter School's Contact for Special Education: Angelica Ortega-Ramirez		SELPA & Option:	LAUSD Option 3
CSD Assigned Administrator: Sunserae Keaton		CSD Fiscal Oversight Manager:	Luisito Iya
Other CSD Team Members: None			
Oversight Visit Date(s): February 11, 2025		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			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	3, Proficient	4, Accomplished	4, Accomplished

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 the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in 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*. 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; (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. Review of Governance documentation in Folder I and discussion with school leaders included evidence of:</p> <ul style="list-style-type: none"> • Systems to provide due process for students, employees, and parents including, but not limited to, Uniform Complaint Procedures (UCP) and related forms; • Procedures for resolving general stakeholder complaints including a Parent Concern Process which is readily available in the Student-Parent Handbook; • The N.E.W. Academy of Science and Arts 2024-2025 Student-Parent Handbook (available in English and Spanish via the school’s website) which includes procedures/policies regarding Suspension/Expulsion (including appeals) and General Rules for All Students; • The employee handbook, which includes descriptions of the school’s employee Code of Ethics and employee discipline and grievance policies. <p>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM 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.). Review of governance documentation in Folder I and discussion with school leaders included evidence of:</p> <ul style="list-style-type: none"> • Meetings of the school’s governing board include agenda items for updates/reports regarding student achievement and other key aspects of school performance and operations from the organization’s Chief Academic Specialist and school principal as well as the Education Committee. • Review of agendas and minutes included evidence that during board meetings there is an ‘Educational Excellence’ agenda item where the principal reports out on the school’s data ranging from assessments to the LAUSD Annual Performance-Based Oversight Visit report scores. On 12/10/24 the board was presented and discussed student enrollment and attendance data as well as on 4/24/24 and 6/29/24 the board was presented achievement data (e.g., “State Scores & School Scores per grade”, CA School Dashboard, etc.) One 10/22/24 the board was presented verified data, CAASPP and ELPAC data. • Board agendas/minutes include evidence that the school’s 2023-2024 LCAP was discussed and approved at the June 26, 2024 meeting and the school principal presented the mid-year LCAP update as a nonconsent item, consistent with applicable requirements, at its 2/21/24 board meeting <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 school-based staff and executive level leadership staff. Review of documentation in Folder I and discussion with school leaders included, but is not limited to, evidence that:</p>	



- The school's governing board monitors the school's staffing needs and compliance with applicable credentialing, clearance, and training requirements, as evidenced by certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at its December 10, 2024 meeting and demonstrated compliance in clearances and credentialing.
- The school's governing board has established procedures to evaluate the organization's Chief Academic Specialist Mid-Year (formative) and End of Year (summative). Evidence in Folder I includes an Academic Year 2024-2025- Evaluation tool document used by the school's governing board to evaluate the school's Chief Academic Specialist in multiple areas (e.g., Demonstrating Integrity, Cultivating Culture of Excellence, Leading the Educational Program, etc.).
- Systems for evaluating school-based staff including, but not limited to, a Formal Classroom Observation Record and Evaluation evaluating teachers in California Standards for the Teaching Profession areas such as Effective Learning Environment, Subject Matter Knowledge, Learning Experiences, etc.; a Principal Evaluation Reflection and Goal Setting tool that is part of a three part evaluation cycle consisting of a formative evaluation, reflection, and summative evaluation over the course of the year based on the California Standards for Professional School Leaders.

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:

- The Governing Board Bylaws indicate there should be no less than nine (9) members on the board. Since 2020-2021 the Governing Board has not had sufficient members to meet this requirement since 2020-2021. Currently the board is composed of six (6) members and two (2) additional advisory members. At the August 20, 2024 board meeting three (3) new board members were nominated and one (1) previous board member resigned. At the October 22, 2024 board meeting, two of the new board members resigned.
 - In light of this, school leaders report taking actions including, but not limited to, the following:
 - Continued to identify potential candidates to screen and interview
 - Recommend possible candidates to the board
 - School leaders state they are actively working toward a full board
 - School leaders indicate they are considering reducing the minimum number of board members to seven (7)
- Since 2020-2021, there have been some discrepancies to the organizational chart as evidenced in previous reports. The organizational chart ("Org Chart") provided for oversight does not match the Org Chart in the school's approved petition. For example, there are at least two dissimilar Org Charts that are divergent from the Org Chart in the petition. The Org Chart in the school's approved petition shows the school Principal reporting to the Chief Academic Specialist who then reports to the board, whereas the Org Chart provided at oversight shows the Principal reporting directly to the N.E.W. Academy Board of Directors and the Chief Academic Specialist is listed as a consultant; another Org Chart shows the addition of a Chief Operations Officer (COO) who reports directly to the board while all others report to the COO. As of the issuance of this report, the CSD has requested additional information regarding these discrepancies including, but not limited to, the rationale for this change and remains in discussion with the organization regarding appropriate next steps, which may include submission of a request for a material revision to the school's charter.



Corrective Action Required

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

Notes:

Notwithstanding the items noted above in **G1** for growth, evidence also revealed:

- A calendar of meetings of the school’s governing board showing ten (10) regular meetings of the school’s governing board scheduled between September 2023 and December 2024 (please note this visit was done in early February 2025 so winter and spring 2025 board agendas and meetings had yet to occur.)
- Meetings of the school’s governing board are conducted openly and provide opportunity for public participation.
- The governing board reviewed and subsequently certified the *Compliance Monitoring and Certification of Board Compliance Review* form at its December 10, 2024 meeting.
- Seven (7) directors received Brown Act training on August 20, 2024 and an April 14, 2025 training on Ethics was also held for board members.

Notwithstanding the items noted above in **G4**, it should be noted that the charter school’s current Bylaws require the principal to have an administrative credential. However, the 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 “Principal” due to having a PhD., being a founding teacher at N.E.W. NASA, and having over 20 years of experience in education.

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

Not Applicable

***RATING NOTES:**

- *A charter school may receive a rating of one (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,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

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

Performance Rubric	Sources of Evidence
<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 has an ineffective or 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"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <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

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

Performance Rubric	Sources of Evidence
<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 and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" 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

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
<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 seldom 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 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 of Governing Board meeting(s) <input checked="" 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)



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

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.)

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"> <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 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 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 school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <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 procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <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</i> form (“ESSA Grid”) for current academic year <input checked="" 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

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the two most current annual 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: 60%; background-color: #e0e0e0;">Performance Rubric</th> <th style="width: 40%; 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 two most current annual 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 annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual 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 LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual 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 LAUSD or prior charter authorizer</p> <p>Notes: 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. *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;"> <p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p> </td> </tr> </tbody> </table>		Performance 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 two most current annual 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 annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual 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 LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual 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 LAUSD or prior charter authorizer</p> <p>Notes: 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. *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>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>
Performance 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 two most current annual 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 annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual 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 LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual 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 LAUSD or prior charter authorizer</p> <p>Notes: 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. *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>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>				



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- 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 audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input checked="" 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 audit reports show no material weaknesses, deficiencies, and/or findings <input 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 report 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, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)	<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)



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education’s (CDE) Charter School’s Performance Category: Dashboard Year 2024	Middle Performing
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> ● All of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> ○ The 2024 average DFS in ELA for the school’s English Learner student group (-42.8 DFS) is higher than the state average (-67.6 DFS). ○ The 2024 average DFS in ELA for the school’s Latino student group (-38.2 DFS) is higher than the state average (-39.3 DFS). ○ The 2024 average DFS in ELA for the school’s Socioeconomically Disadvantaged student group (-37.1 DFS) is higher than the state average (-40.9 DFS) ○ The 2024 average DFS in ELA for the school’s Students with Disabilities student group (-80.2 DFS) is higher than the state average (-95.6 DFS) <p>A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> ● The schoolwide Dashboard Math Indicator performance color is Yellow, as compared to the state’s color of Orange. The school’s 2024 schoolwide Math DFS (-29.7 DFS) is higher than the state average (-47.6 DFS). <p>A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)</p> <ul style="list-style-type: none"> ● All of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). <ul style="list-style-type: none"> ○ The 2024 average DFS in Math for the school’s English Learner student group (-31.8 DFS) is higher than the state average (-93.4 DFS). ○ The 2024 average DFS in Math for the school’s Latino student group (30.4 DFS) is higher than the state average (-79.2 DFS). ○ The 2024 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-29.7 DFS) is higher than the state average (-78.2 DFS) ○ The 2024 average DFS in Math for the school’s Students with Disabilities student group (-79.2 DFS) is higher than the state average (-124.3 DFS) <p>A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)</p> <ul style="list-style-type: none"> ● The schoolwide Dashboard ELPI performance color is Orange, the same as the state’s color of Orange. The school’s 2024 percentage of English Learner students making progress towards English language proficiency (52.8%) is higher than the state average (45.7%). 	



A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow, the same as the state’s color of Yellow. The school’s 2024 percentage of chronically absent students (12.4%) is lower than the state average (18.6%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

- The schoolwide Dashboard Suspension Rate Indicator performance color is Blue, as compared to the state’s color of Green. The school’s 2024 percentage of students suspended at least one day (0.0%) is lower than the state average (3.2%).

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

- The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state’s color of Orange. The school’s 2024 schoolwide ELA DFS (-37.1 DFS) is lower than the state average (-13.2 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Coaching teachers on reading literacy instruction and English Learner support
 - Implementing small group instruction to provide space for differentiated instruction and enable the teacher to work on specific and intentional reaching skills with small groups of students
 - Implementing Systematic Instruction on Phoneme Awareness, Phonics and Sight Words
 - Implementing various programs to support reading and literacy
 - Targeted professional development to support teachers in helping students gain literacy skills
 - Observations of instruction with feedback using the OPAL tool (Observation Protocol for Academic Literacies)

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met



Notes:

N.E.W. Academy of Science and Art was recognized by Tony Thurmond as a 2025 California Distinguished School.

Charter School’s 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

2024 LCFF Charter School Assistance Eligibility:

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

- 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, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.
- The school’s percent of “At Risk” ELs is 15.4% as compared to the state’s percent of 6.8%.
- The school’s percent of “LTELs” is 0.0% as compared to the state percent of 10.6%.

The Indicator information below is provided for informational purposes only and will not be scored.

A12: ALL STUDENTS SCIENCE INDICATOR

- The school’s schoolwide Dashboard Science Indicator Status (-24.0 DFS) is lower than the state (-13.5 DFS).



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

Not Applicable

BR 415-17/18

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.

- **2024 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 decreased by 8.8% and the school’s 2024 percentage of English Learner students making progress towards English language proficiency (52.8%) is higher than the state average (45.7%).

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.

- **2024 Status: Not Met.** Per the California School Dashboard the Performance Level color is Orange for English Learners as compared to last year’s Green. Although the school declined 8.8%, the percentage of students making progress (52.8%) is higher than the state (45.7%).

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.

- **2024 Status: Not Met** Per the California School Dashboard:
 - **ELA-Met** The Performance Level Color is Yellow as compared to last year’s color of Orange. Students increased 21.1 points and are -37.1 DFS which is higher than resident schools (-38.7 DFS).
 - **Math-Not Met** The Performance Level Color is Yellow the same as last year’s color of Yellow. Students increased 12.8 points and are -29.7 DFS which is higher than resident schools (-46.1 DFS).

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



A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<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 All Students ELA Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

<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 ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

<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 All Students Math Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

<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 Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

<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 All Students ELPI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

<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 All Students CCI (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <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 (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



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

<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 CCI for Numerically Significant Student Groups (30 or more students) (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard 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 (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

<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 All Students Chronic Absenteeism Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <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 (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

<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 All Students Graduation Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <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 (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

<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 All Students Suspension Rate Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)



A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

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 year 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 Ed. Code § 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 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 provided the following Verified Data for consideration: Academic Progress Indicator(s) and/or Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 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*: 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*: 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 did disaggregate student performance data by student groups. Latino, Asian, English Learner, Socioeconomically Disadvantaged, Students with Disabilities
- 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 publisher’s verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: [Click or tap here to enter text.](#)
 - The charter school provided sections of the publisher’s report, however it could not be used as verified data because it was not the complete report.
 - The charter school provided school created reports that are not considered verified data.
 - The charter school did not provide the publisher’s designated report to demonstrate one year’s growth.

As the date of this published report, the names of the above-mentioned reports are the District’s current understanding from the publisher.



Notes:

None

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

<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 All Students Science Indicator (CDE) 	
Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

<p><i>The CSD reviewed the Local Control and Accountability Plan.</i></p>	
All requested template information and descriptions were provided:	Sources of Evidence
<p><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input checked="" type="checkbox"/> Plan Summary</p> <p><input checked="" type="checkbox"/> Engaging Educational Partners</p> <p><input checked="" type="checkbox"/> Goals and Actions</p> <p><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input checked="" type="checkbox"/> Action Tables</p> <p><input checked="" type="checkbox"/> Instructions</p>	<p><input checked="" type="checkbox"/> Local Control and Accountability Plan</p> <p><input checked="" type="checkbox"/> Board Agenda and Minutes</p>
<p>Notes:</p> <p>None</p>	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM 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.</p> <ul style="list-style-type: none"> ● School leaders highlighted key features of the school including but not limited to, the Language Academy Program, Technology Integration, and Character Counts! Frameworks. <ul style="list-style-type: none"> ○ Review of documentation in Folder III, discussions with school leaders, and classroom observations included evidence of implementation of these key features (including, but not limited to, small group instruction, stations, dual language classes, and the HMH Amira Program to support reading mastery). ○ The school also provided professional development materials related to the school’s key features (e.g., Foundations of CA MTSS PD, HMH Amira PD, HMH Waggle PD, Classroom and Behavior Management in the Classroom, etc.) and a description of the school’s process for determining professional development needs, which includes examining student assessment data, classroom observations, teacher surveys, and grade level and teacher needs assessments to ascertain areas of need and areas of growth. ● Documentation in Folder III and classroom observations included evidence (e.g., weekly lesson plans, unit plans, student work samples, etc.) that the school’s courses are aligned to the California Content Standards (e.g., ELD, CCSS, NGSS, etc.). Classroom observations revealed CA Content standards were posted in the majority of classrooms visited. ● Prior to classroom observations, school leaders identified the following focus areas aligned to the school’s key features and professional development program: Making Connections, Rigorous and Relevant Curriculum, and Multiple Opportunities for Interactions. During class walkthroughs, CSD staff observed evidence of implementation of focus areas including, but not limited to, connections to prior lessons and a zoo trip students went on as well as the students lives, making predictions about what would happen in next in a story being read and students explaining to their partners how they would solve a problem, and multiple rooms where students were encouraged to turn and talk or share their ideas collaboratively. School leaders and CSD staff debriefed these walkthroughs with discussion of observations that aligned to the focus areas and potential growth areas/opportunities for improvement. ● Documentation in Folder III included evidence of a system to analyze and respond to student achievement data (e.g., collect and chart data, analyze strengths and needs, establish goals, select instructional strategies, and implement strategies and monitor growth). <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS 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</p>	



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. Review of documentation in Folder III and discussions with school leaders included, but was not limited to:

- Evidence of implementation of differentiated instructional strategies designed to meet the needs of all students (e.g., small-group breakouts, Systemic Instruction in Phonological Awareness, Phonics, and Sight Words, and professional development materials (e.g., LACOE’s MTSS PD, Reading Collaborative, and Reading-Scope and Sequence) and intervention/enrichment programs designed to meet the needs of the school’s student groups (e.g., NASA Reading Intervention Program, El Camino al Exito, etc.) that included regular data analysis and progress monitoring.
 - The school also provided evidence of student group data analysis including, but not limited to: teachers working collaboratively to analyze assessment data and class performance to identify students who need tutoring and intervention, analysis of schoolwide data disaggregated by student group, spreadsheet tracking of interventions for student group based on individual needs, etc.
 - In addition, grade level data trackers were shared that showed data analysis that was whole class as well as disaggregated by English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.
- Review of documentation in Binder III, classroom observations, and discussion with school leaders included evidence of implementation of integrated and designated ELD. Evidence included, but is not limited to, the NEW Academy Charter Schools English Learner Master Plan 2022, sample instructional materials presented in English and Spanish, and examples of lesson plans and instructional materials such as instructional videos, graphic organizers, manipulatives, etc. aligned to the California English Language Development Standards.
 - CSD staff also observed students working at stations, in pairs or small groups, and small group instruction during both integrated and designated ELD instruction, as well as teachers and instructional aides providing individual support in their home language to students who were struggling with concepts during class walkthroughs.
- As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its student groups as evidenced by all numerically significant student groups outperforming their respective student group state averages in ELA and Math with all students DFS increase of 21.1 points in ELA and 12.8 points in Math.

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 (e.g., the School-Wide Positive Behavior Support and Progressive Discipline Approach system that implements Character Counts! Of which there are Six Pillars of Character Counts which is a tiered behavior intervention that incorporates social-emotional lessons, behavior expectations, classroom and school rules, and the six pillars of character)
 - a process for collecting and responding to data relating to school climate and student discipline (e.g., the school collects data from Student Referral forms, teacher notes and logs, and the SSPT form.)



-
- a suspension and expulsion behavioral team comprised of the principal, assistant principal, and a classroom teacher that analyzes the behavioral data for trends to identify needed interventions
- alternatives to suspension and evidence of restorative justice practices (e.g., Restorative Circles which support healthy relationships and promote community building)
- systems to prevent acts of bullying (e.g., Character Counts! a school-wide positive school climate that emphasizes character and kindness, an anti-bullying week, anti-bullying activities throughout the year, anti-bullying presentation, etc.)
- partnerships with external organizations (e.g., Tarzana Treatment Centers, Salud Publica, Disciplina Positiva, which are groups providing parent workshops as well as a partnership with LMU Center for Equity for English Learners)
- parent workshops (e.g., multiple workshops on: Positive Discipline, Salud Mental, and Substance Use Prevention) as well as parent outreach regarding students receiving SSPTs or attendance support and events like Summer Health Fair,
- the assistant principal and principal both provide support to teachers and students to address behavior concerns
- professional development on topics related to school climate and student discipline (e.g., Foundations of CA MTSS PD, Creating a Positive School Climate PD, and Behavior for Behavior PD, etc.).
- 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%.

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

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. Review of documentation in Folder III and discussion with school leadership included, but is not limited to, evidence of:

- Stakeholder consultation and parent/stakeholder involvement opportunities and engagement including, but not limited to: New Parent Orientation (8/8/24), Back to School Night (9/29/24), Coffee with the Principal on the first Thursday of the month, Parent-Teacher Collaboration (8/20/24, 10/18/24) Parent Conferences (10/7-10/9 2024, 11/18-11/22 2024, and 3/10-3/12, 2025), various community events (Summer Health Fair, Middle School Fair, etc.) and parent workshops/ classes (e.g., First Day Documents, Attendance: Starting off Perfect, Clases de Nutricion, Disciplina Positiva, Substance Use Prevention, Breast Cancer Workshop, Taller Familias Diversas, etc.)
- Agendas/minutes of meetings of the school's School Site Council (SSC) and English Learner Advisory Council (ELAC)], included evidence that these committees meet regularly and applicable legal requirements regarding the composition of these committees (e.g., the SSC includes five (5) school staff and five (5) parents while the ELAC includes two (2) school staff and eight (8) parents) have been met. Agendas and minutes for these meetings are presented in English and Spanish.
- All legally mandated topics have been covered by the school's ELAC or SSC or agendized for future meetings to be held in the 2024-2025 school year.



Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes:

Regarding **O6: CLEARANCES AND CREDENTIALING COMPLIANCE** the T1 submission had some issues such as the initial ESSA grid sent was a PDF rather than excel. Some credential numbers did not match the ESSA grid numbers listed, some TB dates were past due, there was missing proof of Child Abuse Mandated Reporter Training listed on the ESSA grid, and there were some initial authorization forms for vendors missing. All of these initial issues were rectified.

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

Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (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 two (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 (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: 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 three (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

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**)

Performance Rubric	Sources of Evidence
<p><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</p> <p><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</p> <p><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</p> <p><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</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement 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>High School:</p> <p><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input type="checkbox"/> UC Doorways course approval</p> <p><input type="checkbox"/> Graduation Requirement/Policy</p> <p><input type="checkbox"/> Math Placement Assessment Policy (9th grade only)</p> <p><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input type="checkbox"/> College acceptance and enrollment rates</p>



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

<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) 	
Performance Rubric	Sources of Evidence
<p><input checked="" 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 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 checked="" 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

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

Performance Rubric	Sources of Evidence
<p><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</p> <p><input checked="" type="checkbox"/> The school has a system in place for 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</p> <p><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</p> <p><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</p> <p><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</p> <p><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</p>	<p><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</p> <p><input checked="" type="checkbox"/> District Validation Review (DVR)</p> <p><input checked="" type="checkbox"/> Annual Self-Review Checklist</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p>



O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

Performance Rubric	Sources of Evidence
<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"/> Documentation of systems to promote regular attendance <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

Performance Rubric	Sources of Evidence
<input checked="" 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 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 checked="" 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 checked="" 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

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

Performance Rubric	Sources of Evidence
<p><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</p> <p><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</p> <p><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</p> <p><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> <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>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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 an overall rating in this category greater than one (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, 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 may receive an overall rating in this category of two (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 one (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 § 32282)	<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"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes:
None



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
The following information posted to the school’s website: <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) and (d). <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"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/> Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Notes: None		



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/11/2025

2023	2020-2021					2021-2022					2022-2023				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
N.E.W. Academy of Science and Arts															
Cash and Cash Equivalents	0	1,092,611	1,275,896	1,952,139	1,952,139		2,326,552	2,638,953	3,071,202	3,071,202		3,794,170	4,216,833	7,196,717	7,196,717
Accounts Receivable	0	1,590,364	1,498,635	1,566,153	1,566,153		1,082,771	1,082,771	1,827,959	2,071,169		1,117,860	1,443,090	1,037,715	1,867,887
Other Current Assets	0	126,744	126,744	133,567	79,983		133,567	133,567	161,832	108,248		161,832	161,832	130,819	77,235
Total Current Assets	0	2,809,719	2,901,275	3,651,859	3,598,275		3,542,890	3,855,291	5,060,993	5,250,619		5,073,862	5,821,755	8,365,250	9,141,839
Fixed and Other Assets	0	212,891	142,455	113,946	167,530		290,912	297,578	122,375	175,960		200,214	260,416	2,866,833	2,964,704
Total Assets	0	3,022,610	3,043,730	3,765,805	3,765,805		3,833,802	4,152,869	5,183,368	5,426,579		5,274,076	6,082,171	11,232,083	12,106,543
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	90,229	90,229	519,005	545,707		202,647	229,349	751,464	751,465		741,860	1,324,666	2,397,409	3,898,942
Other Long Term Liabilities	0	16,033	16,033	0	0		0	0	0	0		0	0	2,740,626	2,113,912
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	0	106,262	106,262	519,005	545,707		202,647	229,349	751,464	751,465		741,860	1,324,666	5,138,035	6,012,854
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	2,916,348	2,937,468	3,246,800	3,220,098		3,631,155	3,923,520	4,431,904	4,675,114		4,532,216	4,757,505	6,094,048	6,093,689
Total Revenues	5,906,435	6,777,323	7,037,700	6,807,980	6,807,978	7,268,648	7,574,975	8,170,269	8,539,650	8,782,860	8,805,133	9,249,913	9,213,627	9,807,963	9,954,529
Total Expenditures	5,772,707	6,194,208	6,441,168	5,902,116	5,928,817	7,087,661	7,190,620	7,466,847	7,327,844	7,327,844	8,709,184	9,149,602	9,131,235	8,286,334	8,433,260
Net Income / (Loss)	133,728	583,115	596,532	905,864	879,161	180,987	384,355	703,422	1,211,806	1,455,016	95,949	100,311	82,392	1,521,629	1,521,269
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	133,728	583,115	596,532	905,864	879,161	180,987	384,355	703,422	1,211,806	1,455,016	95,949	100,311	82,392	1,521,629	1,521,269
Net Assets, Beginning	2,169,808	2,333,233	2,333,233	2,333,233	2,340,937	2,937,468	3,246,800	3,246,800	3,246,800	3,220,098	3,950,222	4,431,905	4,431,904	4,431,905	4,675,114
Adj. for restatement / Prior Yr Adj	0	0	7,703	7,703	0	0	(26,702)	(26,702)	0	0	0	0	243,209	140,515	(102,694)
Net Assets, Beginning, Adjusted	2,169,808	2,333,233	2,340,936	2,340,936	2,340,937	2,937,468	3,246,800	3,220,098	3,220,098	3,220,098	3,950,222	4,431,905	4,675,113	4,572,420	4,572,420
Net Assets, End	2,303,536	2,916,348	2,937,468	3,246,800	3,220,098	3,118,455	3,631,155	3,923,520	4,431,904	4,675,114	4,046,171	4,532,216	4,757,505	6,094,048	6,093,689
Unrestricted Net Assets		2,916,348	2,937,468	3,132,854	3,220,098		3,631,155	3,923,520	4,309,528	4,675,114		4,532,216	4,757,505	6,094,048	6,093,689
Restricted Net Assets		0	0	113,946	0		0	0	122,376	0		0	0	0	0

2023	Audited Financials					2023-2024					2024-2025				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
N.E.W. Academy of Science and Arts															
Cash and Cash Equivalents	1,952,139	3,071,202	7,196,717	6,919,392	0		7,116,129	7,671,098	6,919,392	6,919,392		6,852,680	6,320,941	0	0
Accounts Receivable	1,566,153	2,071,169	1,867,887	2,000,477	0		1,218,431	1,168,367	1,897,929	2,000,477		1,201,105	1,528,857	0	0
Other Current Assets	79,983	108,248	77,235	90,109	0		130,819	130,819	143,693	90,109		143,693	143,693	0	0
Total Current Assets	3,598,275	5,250,619	9,141,839	9,009,978	0		8,465,379	8,970,284	8,961,014	9,009,978		8,197,478	7,993,491	0	0
Fixed and Other Assets	167,530	175,960	2,964,704	3,524,553	0		2,938,107	2,982,394	3,517,303	3,524,553		2,891,949	2,845,615	0	0
Total Assets	3,765,805	5,426,579	12,106,543	12,534,531	0		11,403,486	11,952,678	12,478,317	12,534,531		11,089,427	10,839,106	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	545,707	751,465	3,898,942	2,909,792	0		2,397,409	2,880,090	2,177,363	2,909,792		1,115,582	1,017,067	0	0
Other Long Term Liabilities	0	0	2,113,912	2,677,988	0		2,740,626	2,740,626	3,357,529	2,677,988		2,839,854	2,790,020	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	545,707	751,465	6,012,854	5,587,780	0		5,138,035	5,620,716	5,534,892	5,587,780		3,955,436	3,807,087	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	3,220,098	4,675,114	6,093,689	6,946,751	0		6,265,451	6,331,962	6,943,425	6,946,751		7,133,991	7,032,019	0	0
Total Revenues	6,807,978	8,782,860	9,954,529	9,956,114	0	9,664,202	10,097,125	10,131,766	9,787,062	9,956,114	9,875,365	9,601,631	9,764,281	0	0
Total Expenditures	5,928,817	7,327,844	8,433,260	9,103,052	0	9,538,434	9,925,722	9,893,493	8,937,326	9,103,052	9,672,989	9,411,065	9,679,012	0	0
Net Income / (Loss)	879,161	1,455,016	1,521,269	853,062	0	125,768	171,403	238,273	849,736	853,062	202,376	190,566	85,269	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	879,161	1,455,016	1,521,269	853,062	0	125,768	171,403	238,273	849,736	853,062	202,376	190,566	85,269	0	0
Net Assets, Beginning	2,340,937	3,220,098	4,675,114	6,093,689	0	4,757,505	6,094,048	6,094,048	6,093,689	6,093,689	6,331,962	6,943,425	6,943,425	0	0
Adj. for restatement / Prior Yr Adj	0	0	(102,694)	0	0	0	0	(359)	(359)	0	0	3,325	0	0	
Net Assets, Beginning, Adjusted	2,340,937	3,220,098	4,572,420	6,093,689	0	4,757,505	6,094,048	6,093,689	6,093,689	6,093,689	6,331,962	6,943,425	6,946,750	0	0
Net Assets, End	3,220,098	4,675,114	6,093,689	6,946,751	0	4,883,273	6,265,451	6,331,962	6,943,425	6,946,751	6,534,338	7,133,991	7,032,019	0	0
Unrestricted Net Assets	3,220,098	4,675,114	6,093,689	6,946,751	0		6,265,451	6,331,962	6,943,425	6,946,751		7,133,991	7,032,019	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0		0	0	0	0



FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

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

Financial Highlights

The charter school’s fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
N.E.W. Academy of Science and Arts	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$3,220,098	\$4,675,114	\$6,093,689	\$6,946,751	\$7,032,020
Net Income / (Loss)	\$879,161	\$1,455,016	\$1,521,269	\$853,062	\$85,269
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$102,694) ¹	\$0	\$0
Cash and Cash Equivalents	\$1,952,139	\$3,071,202	\$7,196,717	\$6,919,392	\$6,320,941
Unrestricted Net Assets	\$3,220,098	\$4,675,114	\$6,093,689	\$6,946,751	\$7,032,020
Norm Enrollment Reported by the School	417	403	403	410	419
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>	54.31%	63.80%	72.26%	76.31%	72.65%



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	32.93%	41.91%	85.34%	76.01%	65.31%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	659.38%	698.72%	234.47%	309.64%	785.94%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	14.49%	13.85%	49.67%	44.58%	35.12%

¹The prior-year adjustment reported for Fiscal Year 2022-2023 was due to a restatement of the “Hold Harmless Fund” to correct the allocation amounts between N.E.W. Academy of Science and Arts and N.E.W. Academy of Canoga Park.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

NEW Academy					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# 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	\$16,541,553	\$1,348,573	\$0	\$0
<p>Management Fees: According to NEW Academy, there are no management fees charged to the two charter schools 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 these two schools based on Average Daily Attendance (“ADA”).</p>					



Norm Enrollment Data and Trends

The school’s Norm Enrollment history by grade level is summarized below.

N.E.W. Academy of Science and Art’s Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK*			12	24	25
K*	76	72	65	56	60
1	72	63	66	68	67
2	69	67	64	63	73
3	73	69	69	67	65
4	65	68	66	69	60
5	62	64	61	63	69
Total Enrollment	417	403	403	410	419
Increase/(Decrease) in Enrollment from Prior Year	N/A	(14)	0	7	9
Enrollment Growth/(Decrease) (%)	N/A	(3.4%)	0.0%	1.7%	2.2%

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	2
Accumulated increase in student enrollment percentage	0.5%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	



Per the approved enrollment capacity in the school's operative charter	450
2024-2025 Norm Enrollment	419
Below approved enrollment capacity count	(31)
Below approved enrollment capacity percentage	(6.9%)

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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).

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 two (2) NEW Academy charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents, as well as a sample of checks/disbursements, and credit card transactions, across these NEW Academy charter schools, to assess the organization’s overall compliance with NEW Academy’s *Fiscal Policies and Procedures manual*, applicable legal, District, and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place (aligned with best business practices). Any areas noted for other observations relating to NEW Academy’s and its charter schools’ overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific NEW Academy school named above, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings, are reviewed and documented separately for each NEW Academy charter school.

1. Type of Observation: Lack of Written Guidance Regarding Dual Check Signatures and the Related Threshold

- **Source(s) of Document Reviewed:** **Check Register.**
- **Description of Observation:** Based on the CSD’s review of a sample of NEW Academy charter schools’ check disbursements and supporting documentation, the CSD noted 12 checks issued over \$15,000 that included dual approvals for invoice/payment processing **and** were signed with dual signatures. Although NEW Academy has a policy regarding dual approvals for invoice payments over \$15,000 in practice, NEW Academy lacks written guidance specifically regarding the dual signature requirements (including threshold amount). The 12 checks are summarized below.



Item #	Bank Acct#	Check #	Check Issuance Date	Vendor Name	Transaction Description	Check Amount
1	X2713	24328	7/23/2024	RSI Swenson LLC	Employee Relations Consulting due by 08/02/24	\$16,180.00
2	X2713	24365	8/15/2024	Loyola Marymount University School of Education	Services rendered by the center for Equity for English Learners: 01/01/24 - 05/31/24	\$17,250.00
3	X2713	24483	10/15/2024	School Nutrition Plus	September 2024 NEW Academy Breakfast, Lunch, Snack	\$40,125.09
4	X2713	24536	11/20/2024	Houghton Mifflin Harcourt Publishing Co.	Cust# 184079; Books & Supplies	\$240,169.50
5	X2713	24557	11/26/2024	Comprehensive Therapy Associates, Inc.	Speech Language Pathology - October 2024	\$44,543.31
6	X2713	24603	12/17/2024	New Economics for Women	After School Program CP FY24-25 8/16-10/31/2024	\$83,785.00
7	X0462	23338	8/15/2024	Prime Academy Education LLC.	Green Energy Engineering- 2nd grade	\$23,760.00
8	X0462	23374	9/10/2024	Vanguard	Brokerage Acct 57329381 EIN 6173	\$850,000.00
9	X0462	23400	9/19/2024	New Academy Canoga Park	Intercompany Expense Owed from NASA to NACP as of 06/30/24	\$102,547.38
10	X0462	23558	12/12/2024	Mariposa Housing LP	Annual Property Tax Bill: 07/24 - 06/2025	\$23,814.04
11	X0462	23565	12/18/2024	379 Loma Limited Partnership, LP	Building Lease Loma	\$17,901.73
12	X0462	23580	12/19/2024	New Economics for Women	November 2024 Svc 21 CCLC	\$28,280.59
					Total	\$1,488,356.64

- Charter Operator’s Fiscal Policies and Procedures:** Page #3 of NEW Academy’s Fiscal Policies and Procedures (approved April 21, 2021, updated September 2023), under Internal Controls/Lines of Authority/Board of Directors states, “Reviews and approves all contracts over \$15,000 at any one time and vendor who has cumulative contracts over \$15,000.”

Page #5 under Internal Controls/Lines of Authority/School Sites Administrators states, “Reviews and approves all contracts under \$15,0000.

Page #12 under Invoice Approval & Processing Policy states, "any invoice over \$15,000 must also receive approval from the Board of Directors."

NEW Academy’s Fiscal Policies and Procedures do not include written guidance on the dual check signatures threshold amount.



- **Charter School’s or Charter Operator’s Response:** NEW Academy will be updating the Fiscal Policy at the next available regular Board Meeting in August 2025 to reflect a clear guidance and practice on any check over the \$15,000 threshold that requires a dual signature.
- **CSD’s 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 to provide staff with consistent expectations and practices.

The Charter Schools Division will review 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 immediate action is required 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:

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Nearly mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Not applicable
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	N.E.W. Academy Canoga Park
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	



			Benefits offered by the school: STRS, PERS, Social Security, and 403B.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	The most recently signed and executed Back-Office Services Agreement was provided.
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	N/A	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from January 2024 to December 2024
			Reviewed 30 checks for sample testing The CSD's observations were noted under the OO section above.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from July 2024 to December 2024
			Reviewed 15 credit card transactions for sample testing
			No discrepancies were noted.



21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from July 2024 to December 2024
			Reviewed five (5) electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	Yes	
	i. Charter School Name (For CMO Schools):		N.E.W. Academy of Science and Arts
	ii. Current School Address:		303 S. Loma Dr. Los Angeles, CA 90017
	iii. Address of the New/Expanded Property/Construction Site:		Same
	iv. New or Existing Site:		Existing
	v. Purchase Date or Estimated Purchase Date:		Lease
	vi. Construction Start Date:		6/21/2022
	vii. Estimated Project Completion Date:		Per N.E.W. Academy, the project is now complete as of 6/30/2025.
	viii. Projected Total Cost:		\$50,600
	ix. Cost-to-date Amount:		N/A
	x. Purpose of Project/Construction:		Add an additional room for upper grade students.



	xi. Current Project Status:		Pending replacement of fire panel and final city inspection and permit.
	xii. Financing Sources (description/amount):		ESSER
	xiii. Estimated Move-In Date:		Per N.E.W. Academy, Estimated move-in date between October – November 2025. School is still waiting for LADBS permit and final COO.
28.	Employee Retention Credit	N/A	
29.	Disclosure of Legal Issues	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
 ANI = Areas Noted for Further Growth and/or Improvement
 OO = Other Observations



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 4, 3, 2, or 1.

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 LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
<p><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports 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), Internal Revenue Service (IRS), 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 audited financial statements 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 and audited financial statements 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 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
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 two most current annual independent audit reports;
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 audit reports;
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., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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).

*Existing School
3 (Proficient)*

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report 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, IRS, 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 audited financial statements 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 and audited financial statements 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 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 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 report;
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 report;
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 report;
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 report;
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., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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).



**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the **Required** and at least four (4) of the **Supplemental Criteria** listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; 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 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 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.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report 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).



**Existing School
1 (Unsatisfactory)**

An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.

**New School
2 (Developing)**

A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.

REQUIRED CRITERIA

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 *Pupil Estimates for New or Significantly Expanding Charters* 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. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
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; and
7. The LCAP is submitted to the appropriate agencies.



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

*New School
1 (Unsatisfactory)*

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), 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.