



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2016-2017 SCHOOL YEAR**

### **FOR**

#### **EQUITAS ACADEMY 3**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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



<b>Charter School Name:</b>		Equitas Academy 3		<b>Location Code:</b>		2280			
<b>Current Address:</b>			<b>City:</b>		<b>ZIP Code:</b>		<b>Phone:</b>		<b>Fax:</b>
631 S. Commonwealth Avenue			Los Angeles		90015		213-201-5940		
<b>Current Term of Charter:</b>				<b>LAUSD Board District:</b>		<b>LAUSD District:</b>			
July 1, 2014 to June 30, 2019				2		Central			
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>			
174		500		K-1		K-4			
<b>Total Number of Staff Members:</b>		20	<b>Certificated:</b>		8		<b>Classified:</b>		12
<b>Charter School's Leadership Team Members:</b>			Cristina Lowry, School Director; Malka Borrego, CEO; Jon Host, Chief Operating Officer						
<b>Charter School's Contact for Special Education:</b>			Alaina Pariano, Special Education Coordinator						
<b>CSD Assigned Administrator:</b>		Dana K. Edlis			<b>CSD Fiscal Services Manager:</b>		Sharon Jennings		
<b>Other School/CSD Team Members:</b>			Delia Castillo						
<b>Oversight Visit Date:</b>			September 27, 2016		<b>Fiscal Review Date (if different):</b>				
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>			No		<b>LAUSD Co-Location Campus (if applicable):</b>		N/A		

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	No Rating	4	2



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>➤ (G1) Pertaining to the governance structure, school leaders reported that in order to have more robust Committees to support the governing board, board membership has been increased to 10 members.</li> <li>➤ (G2) Brown Act training is conducted annually and during the orientation onboarding process for any new board member. The Governing Board’s 2016-2017 meeting calendar, board meeting agendas and minutes are posted on the school’s website to increase stakeholder’s access to this information.</li> <li>➤ (G3) To further ensure appropriate due process for its stakeholders, the UCP and complaint resolution procedures were added in the 2016-2017 Parent-Student handbook as a means of providing clearly delineated processes for the UCP and for complaints outside of the UCP. The school provided evidence of a “Grievance Procedure for Parents and Students.” By including students, the school is providing a venue to empower students to address concerns they may have.</li> <li>➤ (G5) Based on CSD staff’s observation at the September 22, 2016 board meeting, board members were receiving training on fiscal oversight (e.g. “Fiscal 101”) to support new and returning board members’ ability to conduct oversight in this area.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>➤ (G2) As has been previously noted in oversight reports, to align with the Brown Act the Equitas’ governing board should increase the specificity of the description of actions items on board agendas to ensure the public can adequately determine whether or not it is an item before the board for which they want to address.</li> <li>➤ (G4) A review of the Governing Board’s policies and procedures related to clearances requirements revealed that Equitas’ board needs to establish policies and procedures for tuberculosis (TB) risk assessments/clearances for all volunteers (including family members of students) with frequent or prolonged contact with students per AB 1667.</li> </ul> <p><u>Corrective Action Required</u></p> <p>None</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>➤ At the Equitas board meeting on September 22, 2016, CSD staff observed Equitas’ board’s adoption of revised language to address the concern with the homework policy contained in the Parent-Student handbook. At the time of the oversight visit, the School Director shared that the update has been shared with the teachers and will be shared at the next Cafecito and will then be distributed to all families.</li> <li>➤ A review of board meeting minutes provided evidence of Equitas’ board action on June 30, 2016 to notify LAUSD that the school may be leaving the SELPA.</li> <li>➤ Based on a review of the UCP, different contact persons were identified on the English and Spanish versions. The school leaders clarified that it should be the COO on both versions and indicated that it will be updated/corrected.</li> <li>➤ Based on CSD staff’s attendance at the September 22, 2016 board meeting, agenda items were listed in more detail.</li> <li>➤ Based on a review of board meeting agendas and minutes, explicit discussions of LCAP goals were not evident.</li> </ul> <p><b>*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</b></p>	



**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>• Governing Board (composition, structure, roles and responsibilities)</li> <li>• committees/councils, including but not limited to those mandated by laws or regulations</li> <li>• evaluation of school’s executive level leadership</li> </ul>		
Performance	Rubric	Sources of Evidence
	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>• Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>• Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>• Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
Performance	Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1: 9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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





- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform 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 per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

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

- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input checked="" type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

*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.

	Rubric	Sources of Evidence





<b>Performance</b>	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b>



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	No Rating
<p>* <i>Equitas Academy 3's inaugural year in 2015-2016 served Kindergarten students. Due to the limited academic achievement data available, the school will not be rated in this category.</i></p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> <li>➤ (A6) Internal assessment outcomes, based on spring 2016 NWEA MAP exam results, revealed that the Kindergarten/TK class averaged in the 64th percentile in both Reading and Math. NWEA MAP average growth from fall to spring 2015-16 reveal that on average, students grew 31-points in Reading and 37-points in Math. Student subgroups demonstrated growth in Reading and Math as follows:               <ul style="list-style-type: none"> <li>○ Latino students grew on average 15 points between fall and spring on Reading and 16 points on Math.</li> <li>○ Students with Disabilities grew on average 21 points between fall and spring on Reading and 10 points on Math.</li> <li>○ Socio-economically disadvantaged grew on average 15 points between fall and spring on Reading and 14 points on Math.</li> <li>○ English Learners grew on average 15 points between fall and spring on Reading and 14 points on Math.</li> </ul> </li> <li>➤ (A6) School leaders report that by the end of 2015-16, based on Fountas and Pinnell reading assessments, 100% of EQ3 students were on grade level in reading.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>None</p>	
<p><u>Corrective Action Required</u></p>	
<p>None</p>	
<p>Notes:</p>	
<ul style="list-style-type: none"> <li>➤ In 2015-16, Equitas 3's first year of operation, TK and Kindergarten scholars were assessed through the NWEA MAP Assessment, taken three times throughout the year, the Fountas &amp; Pinnell Reading Level Assessment (F&amp;P) taken every 6-8 weeks, interim assessments taken three times a year, and daily and weekly exit tickets.</li> <li>➤ Given the grade levels being served, CAASPP (SBAC) assessments were not taken and reclassification data was not available.</li> <li>➤ In 2015-16, the school had a 12% Special Education population, and 80% English Learner population, according to school leaders.</li> </ul>	
<p><b>*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.</b></p>	



**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</li> <li><input checked="" type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input checked="" type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

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



<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0% <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
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**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

- (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0% <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)

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

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

- English Learner reclassification rate for 2015-2016 (CDE)

	Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4

Areas of Demonstrated Strength and/or Progress

- (O6) The school has a schoolwide student discipline policy that is supported through the adoption of a uniform behavior rubric with positive behavior supports, and the implementation a Restorative Justice framework (using a Dynamic Mindfulness Program and Curriculum), on which all staff are trained. Established curriculum such as Second Step and Morning Meetings are used to highlight and teach the school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. Weekly incentives and recognitions are part of the rituals of the school, using a system of Paychecks that are logged through Kickboard (a database used to track behaviors). The school director reviews culture and behavior data dashboards with grade-level leads in bi-weekly meetings. Reports generated from the Kickboard database are used to indicate the types of student behaviors that teachers are seeing and will help identify students who are experiencing behavior challenges and need supports.
- (O7) Professional development (PD) opportunities are provided through a variety of activities. Teachers receive extensive summer professional development (4 weeks for new staff, 3 weeks for returning staff) and two hours of weekly PD throughout the school year. Teacher-created and teacher-led PD is determined based on school leader observations and focused on the specific needs of individual teachers. The School Director or Instructional Coach visits classrooms daily and provides ongoing feedback as an important tool for ongoing PD. Teachers’ lessons are video-taped and used for review and feedback. During monthly grade-level sessions, teachers meet with their grade-level lead to focus on data analysis, curriculum, lesson planning, pacing plans, instructional strategies and student interventions. According to the school leader, this year’s PD focus will be building upon last year’s efforts to entwine ELD Standards into the curriculum and the focus on reading/literacy. Another area of focus is on the new math program, CGI Math.
- (O5) During the special education review, school leaders discussed the use of different documents to monitor compliance. For example, Google documents have been created to strengthen the communication of scheduled IEP meetings and to inform teachers of the students’ IEP Accommodations (via an At-A-Glance handout), and to track present levels of performance. Speech and Language services will begin next week and the team has already scheduled compensatory time to make up for the lack-of service in the first few weeks of school.
- (O4) Classroom observations, a review of professional development documents, and a discussion with school leaders served as evidence of the school’s implementation of the key components of the educational program. A tour of all six classrooms (Kindergarten and 1<sup>st</sup> grades) revealed that the school has successfully developed routines, structures and calibrated systems after only a few weeks of instruction. Data Binders are prepared and used for all students. In addition, classroom environments contain visual trackers to help students keep track of their progress in reading. Students were observed using Lexia, an online differentiated and adaptive literacy program used to support the school’s blended learning. The college-going culture was evident; classrooms are named after the university from where the teacher graduated, and the graduating class (e.g. “Class of 2032”) is posted on classroom doors.

Areas Noted for Further Growth and/or Improvement

None





<u>Corrective Action Required</u>	None
Notes:	<ul style="list-style-type: none"> <li>➤ (O3) The school has made changes to the structure of the school day and the data analysis process to address some of the specific challenges of its English Learners and special education students. For example, additional time was built into the schedule for independent reading each day to enable teacher to pull small groups for direct reading intervention and support. A silent reading block of the day is meant to help students to read books at their level to promote individual growth and guided reading groups are being used to target reading and language skills in a more meaningful way. The school has added choice learning time to the schedule to provide students with special needs and English learners with more opportunities to showcase their strengths.</li> <li>➤ (O3) The school is striving to ensure that all teachers support EL and special education students with visual aids including PowerPoint with written direction, images, and visual prompts. Sentence frames, anchor charts and a push for students to use complete sentences when speaking are examples of strategies being emphasized.</li> <li>➤ (O3) Binder #3 provided evidence of an updated EL Master Plan with reclassification criteria that replaced CST outcomes with CAASP. A conversation with the CEO revealed that the organization is in the process of distributing the updated EL Master Plan to all schools and appropriate stakeholders.</li> </ul>
<p><b><i>*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.</i></b></p>	

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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located</li> <li>• the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency</li> <li>• school provides for student immunization and health screening per applicable law and terms of the charter</li> <li>• school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen</li> <li>• school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432</li> <li>• school staff receives annual training on the handling of bloodborne pathogens</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b> <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b> <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid")</i> <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

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



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3: 3.3)</b> <input type="checkbox"/> WASC documentation <b>(B3: 3.4)</b> <input type="checkbox"/> UC Doorways course approval documentation <b>(B3: 3.5)</b> <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3: 3.6)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>has appointed a designee to assist and support foster youth</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <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 subgroups, and partially modifies instruction based on data analysis <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 subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b> <input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b> <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> <li>• provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• maintains timely and accurate records in Welligent</li> </ul>
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Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <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, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring</li> <li>provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>minimize discretionary suspensions and expulsions</li> <li>reduce or eliminate suspension disproportionality for student subgroups</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>





<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

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

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

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook ( <b>B1: 10 or B3: 1</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of stakeholder consultation ( <b>B3: 4.3</b> ) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement ( <b>B3: 4.3</b> )



<b>Performance</b>	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.4)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*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
- 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, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid") (B3A: 1.1)</i></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>B3A: 1.2 – 1.4)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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



2280 Equitas Academy 3 Charter	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	0	0	0		0	0	0	0		83,869	230,063	133,835	0
Current Assets			0	0	0		0	0	0	0		556,567	701,708	397,130	0
Fixed Assets		0	0	0	0		0	0	0	0		23,668	218,770	242,408	0
<b>Total Assets</b>		0	0	0	0		0	0	0	0		580,235	920,478	639,538	0
Current Liabilities		0	0	0	0		0	0	0	0		113,023	497,224	126,862	0
Long Term Liabilities		0	0	0	0		0	0	0	0		125,000	125,000	135,280	0
<b>Total Liabilities</b>		0	0	0	0		0	0	0	0		238,023	622,224	262,142	0
<b>Net Assets</b>		0	0	0	0		0	0	0	0		342,212	298,254	377,396	0
Total Revenues	0	0	0	0	0	0	0	0	0	0	1,740,431	2,120,510	2,095,297	1,824,061	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	1,653,187	1,778,298	1,797,043	1,446,048	0
<b>Net Income / (Loss)</b>	0	0	0	0	0	0	0	0	0	0	87,244	342,212	298,254	378,013	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
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	0	0	0	0	0	87,244	342,212	298,254	378,013	0
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	908	0	0	(617)	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	0	0	0	0	0	0	0	908	0	0	(617)	0
<b>Net Assets, End</b>	0	0	0	0	0	0	0	0	0	0	88,152	342,212	298,254	377,396	0

2280 Equitas Academy 3 Charter	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	0	0	0	0		0	0	0	0
Current Assets	0	0	0	0	0		0	0	0	0
Fixed Assets	0	0	0	0	0		0	0	0	0
<b>Total Assets</b>	0	0	0	0	0		0	0	0	0
Current Liabilities	0	0	0	0	0		0	0	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	0	0	0	0	0		0	0	0	0
Total Revenues	0	0	0	0	0	2,689,514	0	0	0	0
Total Expenditures	0	0	0	0	0	2,436,794	0	0	0	0
<b>Net Income / (Loss)</b>	0	0	0	0	0	252,720	0	0	0	0
Operating Transfers In (Out) and Sources / Uses	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
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	252,720	0	0	0	0
Net Assets, Beginning	0	0	0	0	0	298,255	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	0	0	298,255	0	0	0	0
<b>Net Assets, End</b>	0	0	0	0	0	550,974	0	0	0	0



FISCAL OPERATIONS		RATING																									
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>		2																									
<p>Equitas Academy 3's fiscal condition is stable. This is the second year of operation for Equitas Academy 3 and there is no independent audit report on file. The 2015-2016 Unaudited Actuals indicates positive net assets of \$377,396 and net income of \$378,013. The 2016-2017 Preliminary Budget projects positive net assets and net income.</p> <p>According to the 2014-2015 independent audit report, Equitas 3 is one of three schools operated by Equitas Academy, the Charter Management Organization (CMO). The CMO provides administrative support to three charter schools that are authorized by the Los Angeles Unified School District (LAUSD). The CMO has net assets of \$0 and net income of \$0. According to the CMO, Equitas 3 pays a shared portion of the CMO's expenses based on student enrollment and is calculated on an annual basis. Administrative services provided to the schools by the CMO include, but are not limited to, executive leadership, external relations and communication, grant writing, compliance and oversight, fiscal management, talent recruitment, contract agreements, student data systems and human resources.</p>																											
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school's fiscal condition is stable.</p>																											
	<table border="1"> <thead> <tr> <th></th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Unaudited Actuals)</th> <th>2016-2017 (Preliminary Budget)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: right;">\$377,396</td> <td style="text-align: right;">\$252,720</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: right;">\$378,013</td> <td style="text-align: right;">\$550,974</td> </tr> <tr> <td>Transfers In/Out</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> </tbody> </table>		2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Unaudited Actuals)	2016-2017 (Preliminary Budget)	Net Assets	\$0	\$0	\$377,396	\$252,720	Net Income/Loss	\$0	\$0	\$378,013	\$550,974	Transfers In/Out	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	
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Prior Year Adjustment(s)	\$0	\$0	\$0	\$0																							

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

1. Equitas Academy's Fiscal Policies and Procedures need to be updated:
  - a. To address the Executive Director (ED) signing her own reimbursement check. Check number 2004664 dated 8/17/2016 for \$353.32 was paid to the ED and signed by the ED. The current fiscal policies and procedures should not allow for the ED to sign her own checks.

According to Equitas Academy, check number 2004664 was signed by the back office services provider using the ED's signature stamp, and therefore, Equitas Academy believes that the ED's signature stamp can be used to sign checks payable to the ED. However, whether check number 2004664 was signed with a signature stamp or a wet signature, the signature represents that the individual whose signature is on the check is an authorized signatory, and has authority to make deposits and withdrawals from that bank account. It is not best practice, nor does it support proper segregation of duties, for an authorized signatory to sign a check that is pay to the order of him/herself. ExED having only one signature stamp is not a valid reason why an authorized signatory should be allowed to authorize and sign checks paid to him/herself. Any checks made payable to the ED should be authorized and signed by someone who supervises the ED (e.g., a governing board member).

**Corrective Action Required:**

None noted.





**Notes:**

1. There is no independent audit report on file for Equitas 3.
2. Reviewed bank statements from January 2016 to June 2016. No discrepancies noted.
3. Reviewed credit card statements from March 2016 to August 2016. No discrepancies noted.
4. Reviewed the following checks and a discrepancy is noted for further growth and improvement above.
  - a. Check numbers: 2002956, 2002979, 2003034, 2003077, 2003147, 2003224, 2003464, 2003272, 2003305, 2003363, 2003384, 2003396, 2003460, 2003530, 2003558, 2003614, 2003618, 2003699, 2003775, 2003840, 2003789, 2003903, 2003917, 2003958, 2003971, 2004013, 2004664, 2003961, 2004702, and 2004036.
5. A Segregation of Duties (SOD) review was conducted at Equitas 3 and no discrepancies noted.
6. Equitas 3 did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
7. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
8. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
10. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
12. Equitas 3 is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
13. Equipment inventory was provided.
14. The 2016-2017 LCAP was submitted to LAUSD.
15. The EPA allocation and expenditures are posted on the charter school's website.

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



**Fiscal Operations Rubrics**

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

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

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>	<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>
<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



*An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.*

*An existing school would be assessed as Unsatisfactory based on the statements below:*

**SUPPLEMENTAL CRITERIA**

1. The cash balance at the beginning of the school year is positive;
2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
6. **Current** audit shows no material weaknesses, deficiencies and/or findings;
7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
8. Governing board approves any amendment(s) to the charter school's budget; and
9. Governing board approved LCAP is posted on the charter school's website.

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>