



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2022-2023 SCHOOL YEAR

FOR

N.E.W. ACADEMY CANOGA PARK – (5477)

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



Charter School Name: N.E.W. Academy Canoga Park		Location Code: 5477	
Current Address: 21425 Cohasset St.		City: Canoga Park	ZIP Code: 91303
Current Term of Charter¹: July 1, 2018 to June 30, 2023		LAUSD Board District: 3	LAUSD Region: North
Number of Students Currently Enrolled: 413	Enrollment Capacity Per Charter: 520	Number Above/Below Enrollment Capacity (day of visit): Below by 107	
Grades Currently Served: TK-5	Grades To Be Served Per Charter: TK-5	Percent Above/Below Enrollment Capacity (day of visit): Below by 20.6%	
Norm Enrollment Number: 406			
Total Number of Staff Members: 62	Certificated: 25	Classified: 37	
Charter School's Leadership Team Members:	Dr. Eric Todd, Principal; Heather De Revere, Assistant Principal; Maritza Castillo, EL Coordinator; Dr. Marta Sanchez, Chief Academic Specialist		
Charter School's Contact for Special Education:	Heather De Revere	SELPA & Option:	LAUSD Option 2
CSD Assigned Administrator:	Taylor Wichmanowski	CSD Fiscal Services Manager:	Luisito Iya
Other School/CSD Team Members:	Joseph Dae, Fiscal Oversight Manager		
Oversight Visit Date(s): 5/4/2023	Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Sole Occupant Lease	LAUSD Co-Location Campus(es) (if applicable):	N/A
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A (District site)	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A (District site)

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

¹ AB 130 added Section 47607.4 to the California Education Code (Ed. Code), which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership</p> <ul style="list-style-type: none"> On April 26, 2023, the N.E.W. Academy Board of Directors took action to hire a Chief Academic Specialist, bringing the organizational structure into alignment with Element 4 of the school’s active charter. In discussion with school leaders at the time of oversight, CSD staff noted this improvement from previous years when some of the duties ascribed to the Chief Academic Specialist had been fulfilled by a consultant. Review of documentation in Binder 1 revealed evidence that the Board of Directors is currently comprised of seven (7) directors. Although this does not align with the organization’s most recent Bylaws requiring no less than nine (9) directors, school leaders explained that one director recently passed away and noted that the board is actively recruiting candidates to join the board. Documentation in Binder 1 also included a calendar of meetings of the school’s governing board, showing eight (8) meetings of the school’s governing board scheduled between 9/28/22, and 6/28/23. <p>G2: BROWN ACT The Governing Board complies with most material provisions of the Brown Act</p> <ul style="list-style-type: none"> Review of Binder 1 and the school’s website provided evidence that meetings of the school’s governing board are conducted openly and provide opportunity for public participation, agendas and minutes of meetings of the school’s governing board are maintained and posted to the school website. Archived agendas/minutes of governing board meetings going back to the 2018-2019 school year are posted to the school’s website. Review of documentation in Binder 1 and discussion with school leaders revealed evidence that five (5) of the school’s current seven (7) directors received Brown Act training on 3/23/23. School leaders stated the remaining two members were provided individualized Brown Act training at a later date. <p>G3: DUE PROCESS The Governing Board has 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</p> <ul style="list-style-type: none"> Review of documentation in Binder 1 revealed evidence of systems to provide adequate due process for students, employees, and parents including, but not limited to, Uniform Complaint Procedures (UCP) and related forms; a 5-level Parent Concern Form (and related procedures); and the school’s 2022-2023 Student-Parent Handbook (available in English and Spanish via the school’s website). <p>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</p> <ul style="list-style-type: none"> Review of documentation in Binder 1 revealed evidence that meetings of the school’s governing board regularly include “financials” and “educational excellence” agenda items during which updates/reports are presented by the school’s financial services provider and school administrators. Review of 	



agendas and minutes revealed evidence that these updates/reports include data such as student achievement data (e.g., CAASPP, internal assessment data, etc.), comparison of the school’s student achievement to LAUSD and state averages, LAUSD oversight information, staffing data, enrollment data, and audit results.

Areas Noted for Further Growth and/or Improvement

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)

- Although documentation in Binder 1 included a New Academy School Site Administrator Evaluation Cycle document detailing the process for evaluating school site administrators, no evidence related to an evaluation system for the organization’s Chief Academic Specialist position was provided for review.

G2: BROWN ACT

- Review of documentation in Binder 1 and the school’s website revealed agendas for meetings of the school’s governing board do not include notice of reasonable accommodation for individuals with disabilities.

Corrective Action Required

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

Notes:

None.

****NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



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

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., School Site Council and English Learner Advisory Committee)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership <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 system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school’s executive level leadership	<input checked="" type="checkbox"/> Current organizational chart (B1.1a) <input checked="" type="checkbox"/> Organizational chart in Board approved charter (B1.1b) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Committee/council calendars, agendas, roster(s), and sign-ins (B1.6) <input type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> School website <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - 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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has 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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

<i>The Governing Board has systems in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> • Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals) • Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders • Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: (B1.14a) <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14b) <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) (B1.14c) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Other: CAASPP (SBAC) data
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G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

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.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low. The school’s 2022 percentage of students suspended at least once (0.0%) is lower than the state average (3.1%). <p>A9: DASHBOARD STUDENT GROUP MATH</p> <ul style="list-style-type: none"> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <ul style="list-style-type: none"> The 2022 average DFS in Math for the school’s English Learner students (-77.5 DFS) is higher than the state average (-92.0 DFS). The 2022 average DFS in Math for the school’s Latino students (-69.3 DFS) is higher than the state average (-83.4 DFS). The 2022 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-69.7 DFS) is higher than the state average (-84.0 DFS) 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator Status is Low. The school’s 2022 school-wide performance level in ELA (-54.5 DFS) is lower than the state average (-12.2 DFS). In light of these results, school leaders report taking actions including, but not limited to, the following: <ul style="list-style-type: none"> Adopting a new ELA curriculum, consistent for all grade levels, to allow for vertical integration of the school’s ELA program Providing one-on-one and/or targeted small group instruction from classroom teachers and/or instructional aides Providing professional development to teachers to implement a more consistent approach to teaching writing, grammar, vocabulary, etc. <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator Status is Low. The school’s 2022 school-wide performance level in Math (-65.3 DFS) is lower than the state average (-51.7 DFS). In light of these results, school leaders report taking actions including, but not limited to, the following: 	



- Adopting a new Math curriculum, consistent for all grade levels, to allow for vertical integration of the school’s Math program
- Requiring all new teachers to engage in peer observations to learn from best practices implemented by colleagues
- Offering afterschool tutoring four (4) days per week with a focus on Math

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

- The schoolwide Dashboard ELPI Status is Medium. The school’s percentage of English Learner students making progress towards English language proficiency (45.5%) is lower than the state average (50.3%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Monitoring English Learner student progress in weekly grade-level meetings
 - Providing professional development on strategies to meet the needs of English Learners, often in partnership with external providers
 - Working to increase the number of bilingual teachers and staff

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR

- The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High. The school’s percentage of Chronically Absent students (34.7%) is higher than the state average (30.0%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Hiring a bilingual attendance clerk to monitor student attendance and connect with families of students with multiple absences
 - Implementing an incentive program to promote regular attendance

A8: DASHBOARD STUDENT GROUP ELA

- None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS
 - The 2022 average DFS in ELA for the school’s English Learner students (-65.8 DFS) is lower than the state average (-61.2 DFS).
 - The 2022 average DFS in ELA for the school’s Latino students (-58.0 DFS) is lower than the state average (-38.6 DFS).
 - The 2022 average DFS in ELA for the school’s Socioeconomically Disadvantaged students (-56.4 DFS) is lower than the state average (-41.4 DFS)
- In addition to the steps detailed under indicators A1 and A3, above, school leaders report taking actions to improve ELA student achievement outcomes including, but not limited to, the following:
 - Providing one-on-one and/or targeted small group instruction
 - Offering afterschool tutoring, intersession (during winter and spring recesses), and Saturday School
 - Setting appropriate goals for English Learners that are also identified as Students with Disabilities

Corrective Action Required

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



Notes:

- Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.
- A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development (ELPAC).
- Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery. Curriculum mastery is determined by students’ performance on grade-level assessments for English Language Arts and Math. Teachers administer benchmark assessments every six to eight weeks. To qualify for reclassification, a student must be meeting or exceeding in grade level assessments.
- Parent opinion and consultation.
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age (through the use of the Measure of Academic Progress exam (MAPS)).

Rate of “**At Risk**” ELs is Higher in comparison to the state average

Rate of “**LTEs**” is Lower in comparison to the state average

Graduation Criteria (high schools only): N/A

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - 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"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - 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"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - 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"> California School Dashboard Schoolwide ELPI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Parent-Student Handbook or other documentation of school’s graduation requirements (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2021-2022 (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see “Notes” section above. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Master Plan for English Learners adopted by school’s Governing Board (B3.2i)

A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12

<p>The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.</p> <p>The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (<u>Approved List</u>). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.</p>			
<p>The information below is based on charter school’s self-reported data and will not be scored.</p>			
<p><u>Academic Progress Indicator(s) for the 2021-2022 School Year:</u></p>			
Academic Progress Indicator: CAASPP (ELA)	Grade Levels: 3-5	Assessment Administration: Annually	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: CAASPP (Math)	Grade Levels: 3-5	Assessment Administration: Annually	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: TK-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: TK-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.</p>			



1. The charter school disaggregated student performance data for the following student groups: Hispanic, Not Specified, American Indian, Asian, White, Black
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school did not provide the test publisher’s definition of one year’s progress, per publisher’s source document.

Postsecondary Outcomes (high school only):

1. The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.
2. The charter school Choose an item. the number of eligible students and missing or non-participating students.
3. The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

- Charter School provided self-reported NWEA MAP reading and math data covering a Fall 2021 to Fall 2022 timeframe. Charter School also included data for “middle of year” 2023. However, Charter School did not provide copies of publisher’s growth reports, nor clarify for which time periods or specific NWEA MAP assessment (i.e., Math or ELA) the 95% or greater participation rate applies.

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

N/A



LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP <input checked="" type="checkbox"/> 2022-2023 Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
None.	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2, Developing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY PLAN AND PROCEDURES The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</p> <ul style="list-style-type: none"> Review of documentation in Binder 3 revealed evidence of procedures related to school safety including, but not limited to, a <i>NEW Academy Canoga Park School Emergency Response Plan</i> document outlining staff roles and responsibilities, evacuation maps, and procedures for emergencies including, but not limited to, fire, earthquake, trespasser in the building, and threat of violence. Binder 3 also included evidence that the school conducts health screenings in alignment with applicable requirements and provides free meals to all students. A campus walkthrough on the day of the in-person oversight visit revealed evidence of emergency supplies in classrooms (e.g., first aid, class rosters, food, emergency toilets, etc.) and on campus (e.g., 3 day supply of food and water rations), and evacuation maps posted in classrooms and around campus. <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</p> <ul style="list-style-type: none"> School leaders highlighted key features of the school including an English-Spanish dual language immersion program (“to promote bilingualism, biliteracy, and biculturalism”); partnerships with community organizations (NEW Economics for Women, American Heart Association, etc.); and visual and performing arts classes (e.g., music, film, etc.). Review of documentation in Binder 3, discussions with school leaders, and classroom observations revealed evidence of implementation of these key features including, but not limited to, instruction delivered in English and Spanish; student artwork posted in classrooms; and professional development materials related to the school’s key features (e.g., “CEEL [Center for Equity for English Learners] Training”, “Hispanic Heritage Cultural Training”, etc.). Documentation in Binder 3 and classroom observations revealed evidence (e.g., lesson plans, unit plans, student work samples, etc.) that the school’s courses are aligned to the California Content Standards (e.g., CCSS, NGSS, etc.). Prior to classroom observations, school leaders identified focus areas aligned to the school’s key features and professional development foci. Classroom observations revealed evidence of implementation of focus areas including, but not limited to, a student-centered classroom (e.g., self-directed learning, peer-to-peer collaboration, etc.); strategic use of instructional assistants (e.g., small group instruction, individualized support, etc.); and students and teachers using technology (e.g., student laptops, LCD projectors, etc.). School leaders and CSD staff debriefed these observations with discussion of instances of effective pedagogy and growth areas/opportunities for improvement. <p>O5: SPECIAL EDUCATION The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <ul style="list-style-type: none"> Review of the Welligent 200 report at the time of oversight revealed 84.6% of IEPs were completed within applicable timelines. 	



- Review of the Welligent 300 report at the time of oversight revealed 85.8% of services were in Tiers 1-3. At the time of oversight, school leaders shared reasons for delays in provisions of services including, but not limited to, staffing challenges and explained the school was conducting weekly meetings with the Special Education team and using a tracking tool to calculate approaches to provide all services by the end of the year.
- Binder 3 also included the school's completed Self-Review Checklist, the school's most recent District Validation Review (2020-2021), and evidence of staff professional development on Special Education topics.

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a highly-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns

- Review of documentation in Binder 3 and discussion with school leaders revealed evidence of stakeholder consultation and parent/stakeholder involvement opportunities and engagement (e.g., Coffee with the Principal, Project 2 Inspire (parent group associated with California Association for Bilingual Education), Nature for All, and events such as Back to School Night, Celebration of Bilingualism Night, etc.
- Review of documentation in Binder 1 and the school's website including but not limited to agendas/minutes of meetings of the school's School Site Council (SSC) and English Learner Advisory Council (ELAC), revealed evidence that these committees meet regularly and applicable legal requirements regarding the composition of these committees (e.g., the SSC includes school staff, parents, and pupils) have been met. Agendas and minutes for these meetings are presented in English and Spanish.

Areas Noted for Further Growth and/or Improvement

O2: HEALTH AND SAFETY TRAINING AND PREPARATION

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training* form (AKA the "ESSA Grid") and supporting documentation in Binder 3A revealed the dates of child abuse mandated reporter training for 15 employees fell outside the applicable six (6) week timeline. In response to CSD inquiries, school leaders explained that the dates on the ESSA grid were the dates of completion of an online training intended as a "back up" of initial training held during a staff professional development meeting prior to the first day of instruction. While review of additional documentation provided subsequent to oversight revealed thirteen of these fifteen employees were present at this professional development meeting, the documentation did not provide evidence that two (2) of these employees were present. Therefore, no documentation was provided to establish that these two (2) employees completed their training within the applicable timeline. In light of this issue, school leaders stated that they will employ full-time human resources staff to assist in onboarding and record keeping, including tracking trainings to ensure all staff receive child abuse mandated reporter training within the applicable six week timeline.

(Please see *Note below for more information on how the concern noted above affects the overall score in this category)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training* form (AKA the "ESSA Grid") and supporting documentation in Binder 3A revealed the following issues:
 - The date of the *Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification Form* ("vendor certification form") for one vendor did not match the date entered on the ESSA grid. In response to CSD inquiries, school leaders indicated that



the start date listed on the ESSA Grid (11/1/2022) was also incorrect for this vendor. In response to CSD requests for a vendor certification form provided prior to the start date for this vendor (8/16/2022), school leaders provided a vendor certification form dated for a *future* date (i.e., 7/1/2023). As such, the school did not provide evidence of receiving a vendor certification form for this vendor prior to this vendor's provision of services to the school.

- Two (2) employees' dates of TB Clearance occurred more than 60 days prior to their first day of employment. Although applicable law (Ed Code Sec 49406 (a)(1)(a)) allows for employees to provide documentation of previous employment (and TB clearance) in educational settings as an exemption to the 60-day recency requirement, no such documentation was provided for these employees upon CSD request.
- At least one (1) employee was not included on the ESSA Grid submitted for oversight. Although appropriate documentation was provided subsequent to the oversight visit to verify appropriate clearance and training of this employee, the ESSA Grid included a number of errors (e.g., incorrect vendor start dates, employee TB clearance dates, etc.) and CSD staff and school leaders discussed the importance of providing accurate and comprehensive clearances and credentialing information at the time of oversight.
- See information under indicator O2, above, for information regarding the school's plans to address issues related to clearances, credentialing, and training.

Corrective Action Required

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

Notes:

- O1: Review of the *NEW Academy Canoga Park School Emergency Response Plan* revealed pages that appear to refer to missing information. For example, a page with the header "Security and Vulnerability Assessment" only includes a text box which states, "Remove this page and insert the Security and Vulnerability Assessment." In response to CSD inquiries, school leaders shared that, in some cases, blank pages referenced material already contained in the safety plan and, in other cases, the school will be adding information about existing emergency procedures into the appropriate sections of the plan. School leaders stated that existing emergency procedures were presented to staff in PD meetings and evidence in Binder 3 included PD presentations related to emergency procedures such as "NACP Rapid Relocation Safety Plan 2022-2023" and "NACP School Safety PD."
- O11: Review of the ESSA Grid and supporting documentation in Binder 3A revealed that one (1) central office staff member's *Criminal Background Clearance Certification form* ("DOJ form") was not provided for review. School leaders shared that this employee had worked as a consultant prior to full time employment with the organization and had obtained criminal background clearance in April, 2015. However, school leaders also shared that they were unable to locate a copy of this employee's DOJ form and noted that they are in the process of conducting a new criminal background clearance check for this employee. As of the issuance of this report, the CSD has requested that the school provide a DOJ form for this employee as soon as possible.



***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*



O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1

The school has implemented school health and safety plans and procedures that ensure:

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of at least one nutritionally adequate free or reduced priced meal each school day for all needy students, per Ed. Code § 47613.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a system in place to ensure protection of student and staff health and safety in 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 in 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 in compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent (B3.1b) <input type="checkbox"/> Student immunization (B3.1h) <input checked="" type="checkbox"/> Health screening (B3.1h) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1c) <input checked="" type="checkbox"/> Evacuation route maps (B3.1c) <input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.1k) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1f) <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol). School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691 .
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input checked="" type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1g) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.1i) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.1j) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.2i, B3.2j, B3.2k) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.2c) (new schools only) <input type="checkbox"/> WASC accreditation (B3.2d) <input type="checkbox"/> UC Doorways course approval documentation (B3.2e) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (B3.2g) <input type="checkbox"/> Mathematics Placement Assessment (school serving 9 th graders) (B3.2m) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O4: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, 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 student groups, 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 student groups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Documentation of intervention and support for all students (B3.2j) <input checked="" type="checkbox"/> Master Plan for English Learners (B3.2i) <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners (B3.2j) <input type="checkbox"/> Implementation of a data analysis system (B3.2k) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<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 <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <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 <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 <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.3a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.3a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.3a) <input checked="" type="checkbox"/> Professional development documentation (B3.3a and B3.3c) <input type="checkbox"/> Intervention and support for students with disabilities (B3.2j) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Other special education documentation (B3.3a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input 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 checked="" type="checkbox"/> The school has a 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) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.3b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) (B3.3b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.3b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.3b) <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.3b) <input checked="" type="checkbox"/> Data monitoring (B3.3b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

<p>The school:</p> <ul style="list-style-type: none"> • 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 • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.3c) <input checked="" type="checkbox"/> Professional development training materials (B3.3c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.3c) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.3d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.3d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.3d) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison (B3.3d) <input checked="" type="checkbox"/> School website (B3.3e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

<i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i>	
<ul style="list-style-type: none"> • Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution • UCP and all complaint procedures • Title IX information is available in applicable languages as required by law • Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students • Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance • Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428 • Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381 • 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, in accordance with Ed. Code, § 47605 (high schools only) 	
Rubric	Sources of Evidence



Performance

- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
- The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
- The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
- The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website

- UCP Procedure and Forms (B1.11)
- Complaint Procedure and Forms (B1.12)
- Review of the following information posted to the school’s website (B3.3e):
 - LCAP, per Ed. Code § 47606.5(h)
 - Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
- Website posting required per Ed. Code § 234.6 (B3.3e):
 - Policy on Pupil Suicide Prevention
 - Title IX information, including a link to CDE’s Title IX website
 - Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
 - Anti-cyberbullying procedures
 - Social media anti-bullying procedures
 - Link to statewide resources including community based organizations compiled by CDE
- Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e)
- Access to approved charter (B3.3e)
- Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e):
 - Financial Audit
 - Student Demographics
- Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e)
- Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e)
- Notification of access to available mental health services (B3.3e)
- School website (B3.3e)



	<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a 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, including:</i></p> <ul style="list-style-type: none"> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> The school has a 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, 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 school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements (B1.13) <input checked="" type="checkbox"/> Staff roster (B3A.1b) <input checked="" type="checkbox"/> School master schedule (B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



5477	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
N.E.W. Academy Canoga Park															
Cash and Cash Equivalents		5,605,865	5,658,302	6,093,337	6,093,337	5,496,603	5,596,295	6,362,145	6,362,145	6,362,145		6,979,846	7,454,217	6,624,983	3,506,533
Current Assets		6,331,820	6,326,971	6,709,186	6,705,435	7,152,487	7,169,857	8,114,608	8,101,772	8,101,772		7,849,170	8,315,981	8,185,750	8,326,267
Fixed and Other Assets		129,164	236,284	129,251	130,010	152,241	95,739	95,742	96,499	96,499		170,829	168,364	176,799	176,799
Total Assets		6,460,984	6,563,255	6,838,437	6,835,445	7,304,728	7,265,596	8,210,350	8,198,271	8,198,271		8,019,999	8,484,345	8,362,549	8,503,066
Deferred Outflows of Resources		0	0	0	0	0	0	0	0	0		0	0	0	0
Current Liabilities		152,598	168,849	169,658	151,775	53,391	53,397	693,117	681,037	681,037		456,025	443,947	706,550	715,050
Other Long Term Liabilities		19,770	19,770	0	0	28,606	28,606	0	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0	0	0	0	0	0		0	0	0	0
Total Liabilities		172,368	188,619	169,658	151,775	81,997	81,993	693,117	681,037	681,037		456,025	443,947	706,550	715,050
Deferred Inflows of Resources		0	0	0	0	0	0	0	0	0		0	0	0	0
Net Assets		6,288,616	6,374,636	6,668,779	6,683,670	7,222,731	7,183,603	7,517,233	7,517,234	7,517,234		7,563,974	8,040,398	7,655,999	7,788,016
Total Revenues	6,265,455	6,343,730	6,284,640	5,962,691	5,961,025	5,585,089	6,611,593	6,726,155	6,775,337	6,799,302	6,792,599	6,590,867	7,484,974	7,560,420	7,263,704
Total Expenditures	6,212,837	6,373,437	6,228,327	5,812,235	5,995,678	5,469,000	6,057,641	6,226,222	5,941,774	5,965,738	6,706,326	6,544,126	6,961,809	7,421,654	6,992,922
Net Income / (Loss)	52,618	(29,707)	56,313	350,456	365,347	116,089	553,952	499,933	833,563	833,564	86,273	46,741	523,165	138,766	270,782
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	52,618	(29,707)	56,313	350,456	365,347	116,089	553,952	499,933	833,563	833,564	86,273	46,741	523,165	138,766	270,782
Net Assets, Beginning	5,749,862	6,318,323	6,318,323	6,318,323	6,318,323	6,374,636	6,668,779	6,668,778	6,668,778	6,683,670	7,183,603	7,517,233	7,517,233	7,517,233	7,517,234
Adj. for restatement / Prior Yr Adj	55,254	0	0	0	0	0	0	14,892	14,892	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	5,805,116	6,318,323	6,318,323	6,318,323	6,318,323	6,374,636	6,668,779	6,683,670	6,683,670	6,683,670	7,183,603	7,517,233	7,517,233	7,517,233	7,517,234
Net Assets, End	5,857,734	6,288,616	6,374,636	6,668,779	6,683,670	6,490,725	7,222,731	7,183,603	7,517,233	7,517,234	7,269,876	7,563,974	8,040,398	7,655,999	7,788,016
Unrestricted Net Assets		6,288,616	6,374,636	6,539,528	6,683,670		7,222,731	7,183,603	7,421,493	7,517,234		7,563,974	8,040,398	7,479,201	7,759,578
Restricted Net Assets			0	129,251	0		0	0	95,740	0		0	0	176,798	28,438

5477	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
N.E.W. Academy Canoga Park										
Cash and Cash Equivalents	1,949,948	6,093,337	6,362,145	3,506,533	0		7,959,393	8,379,258	0	0
Current Assets	6,378,225	6,705,435	8,101,772	8,326,267	0		8,924,527	9,521,440	0	0
Fixed and Other Assets	184,161	130,010	96,499	176,799	0		136,843	136,844	0	0
Total Assets	6,562,386	6,835,445	8,198,271	8,503,066	0		9,061,370	9,658,284	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	244,063	151,775	681,037	715,050	0		715,050	1,214,120	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	244,063	151,775	681,037	715,050	0		715,050	1,214,120	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	6,318,323	6,683,670	7,517,234	7,788,016	0		8,346,320	8,444,164	0	0
Total Revenues	6,482,859	5,961,025	6,799,302	7,263,704	0	8,547,863	9,383,152	9,334,547	0	0
Total Expenditures	5,777,235	5,995,678	5,965,738	6,992,922	0	8,238,153	8,692,831	8,678,397	0	0
Net Income / (Loss)	705,624	365,347	833,564	270,782	0	309,710	690,321	656,150	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
Inc / (Dec) in Net Assets	705,624	365,347	833,564	270,782	0	309,710	690,321	656,150	0	0
Net Assets, Beginning	5,612,699	6,318,323	6,683,670	7,517,234	0	8,040,398	7,655,999	7,655,999	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	132,015	0	0
Net Assets, Beginning, Adjusted	5,612,699	6,318,323	6,683,670	7,517,234	0	8,040,398	7,655,999	7,788,014	0	0
Net Assets, End	6,318,323	6,683,670	7,517,234	7,788,016	0	8,350,108	8,346,320	8,444,164	0	0
Unrestricted Net Assets	6,318,323	6,683,670	7,517,234	7,759,578	0		8,346,320	8,444,164	0	0
Restricted Net Assets	0	0	0	28,438	0		0	0	0	0



FISCAL OPERATIONS

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

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

NEW Academy Canoga Park’s fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$7,788,016 and net income of \$270,782. The 2022-2023 Second Interim projected positive net assets of \$8,444,166 and net income of \$656,150.

According to NEW Academy’s independent audit report dated June 30, 2022, NEW Academy Canoga Park is one of two schools operated by NEW Academy, both of which are currently authorized by the Los Angeles Unified School District (LAUSD). NEW Academy and its charter schools reported positive net assets of \$12,463,130 and net income of \$1,725,798. NEW Academy, without its charter schools, reported no net assets and no net income/loss. According to NEW Academy, there are no management fees charged to NEW Academy Canoga Park or the other charter school that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including consulting fees, audit costs, and legal costs that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA).

Financial Highlights

NEW Academy Canoga Park	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$6,318,323	\$6,683,670	\$7,517,234	\$7,788,016	\$8,444,166
Net Income / (Loss)	\$705,624	\$365,347	\$833,564	\$270,782	\$656,150
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,949,948	\$6,093,337	\$6,362,145	\$3,506,533	\$8,379,258
Unrestricted Net Assets	\$6,318,323	\$6,683,670	\$7,517,234	\$7,759,578	\$8,444,166
Norm Enrollment Reported by the School	468	452	423	\$377	\$406



		FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	33.75%	108.89%	106.64%	50.14%	96.55%	
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	109.37%	119.44%	126.01%	110.96%	97.30%	
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	2613.35%	4418.01%	1189.62%	1164.43%	784.23%	
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	3.72%	2.22%	8.31%	8.41%	12.57%	

Areas of Demonstrated Strength and/or Progress:

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

Areas Noted for Further Growth and/or Improvement:

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

1. Late Fees/Penalties/Finance Charges (Recurring Issue):

Checks:

Based on the CSD’s review of a sample of New Academy charter schools’ checks and supporting documentation, the CSD noted invoices that referenced late fees and penalties. These late fees and penalties are summarized below. This issue is a recurring issue referenced in the school’s 2020-2021 and 2021-2022 Annual Performance-Based Oversight Report.



Item #	Acct # Ending in	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees/ Penalty/ Finance Charges	NEW Academy's Response on 6/2/2023
1	X2713	23014	1/9/2023	CDTFA	Bill #121922--Acct # 042-126879; Environmental Fee Return: 01/01 - 12/31/21 & Penalty	\$410.50	\$53.50	Invoice was processed as soon as it was received. Mail issues.
2	X2713	23050	1/26/2023	Ready Refresh	Bill #13A0032158669--Acct # 0032158669; Billing: 12/17/22 - 01/16/23 + Late Fee	\$87.87	\$20.00	Invoice was processed as soon as it was received. Mail issues. School business manager will contact vendor for possible paperless.
3	X2713	23096	2/15/2023	Canon Financial Services, Inc.	Bill #29944619--Cust# 290087; Contract Charge: 01/20 - 02/19/23 + Late Fee	\$1,723.50	\$144.63	Invoice was processed as soon as it was received. Mail issues. School business manager will contact vendor for possible paperless.
4	X0462	22306	2/2/2023	DE LAGE LANDEN FINANCIAL SERVICES, INC	Bill #78802658--Acct#130359; Equipment Lease due: 02/15/23 + Late Fee Bill #78802442--Acct 130359; Contract 25550345; Payment & Insurance	\$2,776.83	\$35.66	Invoice was processed as soon as it was received. Mail issues. School business manager will contact vendor for possible paperless.
Total							\$253.79	

Credit Card:

Based on the CSD's review of the school's credit card statements and supporting documentation for the period from September 2022 through February 2023, the CSD noted one credit card statement that referenced a late fee of \$39.00. This late fee is summarized below.

Item #	Acct # Ending in	Statement Closing Date	Late Fee	NEW Academy's Response on 6/2/2023
1	x5186	10/28/2022	\$39.00	The "proceed for payment" button was not pressed on Chase.com to continue with the transaction. No confirmation



				provided when submitting payment. Did not realized until the following month.
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In response to the CSD’s observations above, NEW Academy stated that the school business manager intends to contact vendors to explore the option of using digital invoices. This change would reduce and minimize the risk of mail being misplaced or lost. Furthermore, NEW Academy stated that a campus aide would be assigned to inspect the mail daily at a specific time to ensure all received mail is accounted for.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors or credit card companies are paid timely, to prevent the school from incurring additional late fees, penalties, and/or finance charges in the future.

2. Checks Outstanding for 90 Days or More (Recurring Issue):

Based on the CSD’s review of the school’s Bank Reconciliation Reports for the months of September 2022 through February 2023, the CSD noted five checks that, as of February 28, 2023, had been outstanding for 90 days or more. Details regarding these items are provided below. This is a recurring issue referenced in the school’s 2019-2020, 2020-2021, and 2021-2022 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 2/28/2023)	Transaction Description	NEW Academy’s Response on 6/2/2023
1	X2713	22318	2/23/2022	School Employee	\$77.10	370	Reimb: Art Materials & Classrooms Materials	Stop Payment was made on check #22318. Reimbursement check was re-issued to former NACP employee (M.N). Former employee had lost check.
2	X2713	22628	7/15/2022	California Charter Schools Association	\$5,212.50	228	NACP Charter School Membership Dues	Stop payment was made on check 22628. CCSA returned check as membership dues is okay until 6/20/23.
3	X0462	21905	6/2/2022	School Employee	\$185.24	271	Reimb: Recess Equipment, Art supplies & Stationery Classroom	Stop Payment was made on check #21905. Reimbursement check was re-issued to current NASA employee (I.C) Check was lost in mail.



4	X0462	22053	9/16/2022	New Economics for Women	\$16,438.31	165	Building Lease - Prosperity Center	Stop Payment was made on check #22053. Rent check was re-issued to NEW Economics for Woman. Check was lost in mail.
5	X0462	22141	11/15/2022	School Employee	\$24.16	105	Reimb: Black Jug, Glue Gun & Supplies	Stop Payment was made on check #22141. Reimbursement check was re-issued to current NASA employee (I.C). Check was lost in mail.
Total					\$21,937.31			

In response to the CSD’s observations above, NEW Academy stated that in an effort to monitor the outstanding checks, EdTec will continue to provide NEW Academy with a monthly list of outstanding checks. Once the vendor or employee is contacted and the status of the check is determined, stop payment will be made and a replacement check will be reissued, if needed. Additionally, NEW Academy stated that this item "checks over 90 days” will be included in the biweekly meeting agenda to be reviewed by EdTec and NEW Academy. The CSD notes that the school’s fiscal policies lacks guidance regarding the handling of outstanding or stale checks and has not implemented the CSD’s recommendation noted in the school’s 2021-2022 Annual Performance-Based Oversight Visit Report.

The CSD continues to recommend that the school establish procedures and update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the checks that have been outstanding for specified periods of time.

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

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

1. Lack of Review and Discussion of the 2021-2022 Annual Performance-Based Oversight Visit Report:

Based on the CSD’s review of documents provided by the school, the CSD noted that governing board meeting minutes reflecting the receipt, review, and discussion of the 2021-2022 Annual Performance-Based Oversight Visit report were not provided.

In response to the CSD’s observations above, the school stated that after further review of the minutes and agendas in more detail, the school realized that this was an oversight that occurred last year. The summary of the school visitation was referenced in both the board agendas on December 11, 2021, and



May 25, 2022. Unfortunately, due to time constraints after the issuance of the report on June 10, 2022, it was not feasible for school to include this item on the board meeting agenda for June 16, 2022, as the agenda had already been distributed. The school has acknowledged that this oversight was unintentional and has taken a corrective action to include the item on the upcoming board meeting agenda scheduled for June 21, 2023.

In order for the school’s governing board to carry out its oversight responsibilities, it is important that the authorizer’s oversight reports and notices are presented, reviewed, and discussed timely at the school’s governing board meetings to inform its board of pertinent school operations/issues. In order to enhance transparency to the members of the public and other stakeholders interested in the school’s operations, the CSD recommends that the school’s governing board require the school leadership team, who bears the responsibility for managing the operations of the school, present and discuss the Annual Performance-Based Oversight Visit report to the governing board. The school leadership team is responsible for providing the CSD with its approved board meeting minutes reflecting discussion of the noted findings and observations, the action plan/steps, and/or proof of implementation of the actions taken by the school.

2. Late Submission of 2021-2022 Independent Audit Report:

State of California Education Code § 47605(m) requires each charter school to transmit a copy of its annual independent financial audit report for the preceding year by December 15 of each year. Consistent with guidance provided by the Los Angeles County Office of Education (LACOE), LAUSD granted an extension based on NEW Academy’s request through January 31, 2023, and its extraordinary reasons provided to the CSD. NEW Academy cited several challenging situations for the delay, which included required year-end out of state training for managers and partners at the audit firm as well as single audit requirements. This extension does not waive the legal deadline specifically set forth in applicable state law, but rather permits the filing of the report after the deadline. NEW Academy’s annual independent audit report was received on February 7, 2023.

The Charter Schools Division will review these issues during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

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

**Notes:****I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals do not mirror each other. The variance of **(\$3,118,450)** in Cash and Cash Equivalents is primarily due to classification of the investment account that was recorded as cash in the Unaudited Actuals report, whereas it was recorded in a separate line item as “Investments” in the Audited Financial report. Additionally, the variance of **(\$428,732)** in Total Expenditures is primarily due to the classification of the decrease in fair value of the investment account that was recorded as expenditures in the Unaudited Actuals report, whereas it was recorded as revenue in the Audited Financial report.
3. The school’s reported Norm Enrollment was 468, 452, 423, 377, and 406 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of (62) students (or 13.2%) since Fiscal Year 2018-2019. The school’s reported Norm Enrollment for Fiscal Year 2022-2023 is 406 students, which is 114 students (or approximately 21.92%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 520 students) per the school’s petition enrollment roll-out plan in its current charter. NEW Academy stated that despite challenges, the school has experienced an increase in enrollment this year and the overall accumulated decrease in enrollment is primarily due to many families seek other educational options due to the high cost of living in California. Additionally the school stated that the following efforts have improved and stabilized its enrollment, a) the school administration has made all staff essential in the marketing efforts to recruit and maintain students by always providing the best customer service to students and parents, b) the school continues to review the annual parent surveys to better improve the school climate and programs with the purpose of improving the delivery of service, c) the parent liaison has built a strong partnership with community organizations, making it easy to advertise open enrollment at their locations, d) other elementary schools in the area have been invited to join NEW Academy middle school fair in hopes of recruiting new families in the lower grades, and d) NEW Academy placed two large banners (10'x10') on the busiest street, Canoga Ave., to continue the recruitment efforts. As noted above, the school has maintained a balanced budget for Fiscal Year 2021-2022 and projects a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school’s student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted remotely at NEW Academy Canoga Park via videoconference. No discrepancies were noted.
5. Reviewed 30 checks (and 5 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
6. Reviewed bank statements and bank reconciliations from September 2022 through February 2023. Selected the months of September 2022 and February 2023 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
7. Reviewed 12 credit card statements from September 2022 through February 2023. Selected the months of September 2022 and February 2023 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school’s governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school’s governing board were provided.



3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report Choose an item.
11. A copy of the most current fiscal policies and procedures was not provided. The CSD's observations were noted under the Other Observations section above.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months spanning from March 2022 to February 2023 were provided. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.



21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months spanning from September 2022 to February 2023 were provided. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months spanning from September 2022 to February 2023, and d) (If applicable) A list of all debit cards were provided. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school’s website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school’s website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school’s assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD’s Charter School Transparency Resolution were provided.
27. Documentation pertaining to NEW Academy’s financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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

N/A



Fiscal Operations Rubrics

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

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

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 	<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p>LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</p> <ol style="list-style-type: none"> 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term. <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 	<ol style="list-style-type: none"> 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner; 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is generally in place; 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s). <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);



<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	<ol style="list-style-type: none"> 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. <p>Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p>Note: Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	

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



A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

- 4. Governing Board adopts the annual budget;
- 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
- 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 7. The most current governing board-approved LCAP is posted on the charter school’s website; and
- 8. The LCAP is submitted to the appropriate agencies.

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

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

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

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