



Magnolia Public Schools

MPS Board Retreat

Date and Time

Sunday March 18, 2018 at 9:00 AM PDT

Location

MPS Central Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012

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Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Haim Beliak
Ms. Charlotte Brimmer
Ms. Sandra Covarrubias

CEO & Superintendent:

Dr. Caprice Young

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM

	Purpose	Presenter	Time
Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Pledge of Allegiance			1 m
D. Public Comments			1 m
E. Approval of Agenda	Vote		1 m
II. MPS Board Retreat			9:03 AM
A. Academic Update	Discuss	Kenya Jackson	60 m
B. Oversight School Visits Overview	FYI	David Yilmaz	15 m
C. School Site Presentation Glows, Grows and Priorities	Discuss	Principals	150 m
D. CMO Department Leads Presentation on Glows, Grow, and Priorities	Discuss	C Level Team	90 m
III. Closed Session			2:18 PM
A. Public Performance Evaluation: Chief Executive Officer and Superintendent	Discuss	Saken Sherkhanov	40 m
B. Conference with Legal Counsel - Anticipated Litigation - One Matter	Discuss	Saken Sherkhanov	20 m
C. Public Announcement of Closed Session	FYI	Saken Sherkhanov	1 m
IV. Closing Items			3:19 PM
A. Adjourn Meeting	Vote		

Coversheet

Academic Update

Section: II. MPS Board Retreat
Item: A. Academic Update
Purpose: Discuss
Submitted by:
Related Material: II A ACADEMIC Update.pdf



Updates

Chief Academic Officer Kenya Jackson

- Our 2018 Spring Practitioners Symposium was on Friday, March 9, 2018, at Magnolia Science Academy-3. Our keynote speaker, George Couros, talked about the Innovator's Mindset that will help inspire our teachers to, "focus not only what we know, but what we do with what we know." The goals for our teachers were to use relevant instructional strategies to improve teaching and learning, and to collaborate, reflect, and plan for the 2018-2019 school year. In the morning, teachers and staff had the opportunity to choose from a unique selection of professional learning topics such as: Culturally Relevant Teaching, Diversity, Equity and Inclusion and Crucial conversations, Standards-Based Grading and Assessments, Science +Literacy = The Perfect Marriage. After lunch, staff were able to collaborate with their departments and grade levels to discuss and identify strengths, weaknesses, opportunities and threats to their current work and provide feedback on how they should move forward to improve educational and socio-emotional outcomes for all MPS students.
- Feedback- Please see SWOT analysis- in summation teachers have expressed concerns about "over testing" with NWEA MAP and IBA/ICA, lack of planning time for department chairs, restructuring power classes and providing support for classroom management and differentiation. Additionally, they acknowledged the materials, supplies and opportunities to use technology are available at their campuses.
- 2018-2019- Summer School- All MPS schools will host summer school through Learn4Life.
- College and Career Preparation-Increase Dual enrollment in Community College- MSA 1,2 SA are benefiting, we want to open this up for 8th graders to increase participation
- April College Edition Newsletter-Highlights of "first" from MSA 1, 2,3 and SA
- Grant- We will work with Dr. Callaham to explore a grant opportunity through

Chief Accountability Officer David Yilmaz

- School calendar has been approved for 2018-19. School leaders have created detailed school-level calendars and bell schedules, and we are ensuring instructional minute compliance.
- Stakeholder surveys have been conducted. The c-team and the school leaders have been provided the results and reflection tools to highlight stakeholder free-responses and analyze their results. Principals will present their reflection to the community engagement and outreach committee.
- Evaluation scores from surveys and student performance have been provided to each school.
- School leaders are following teacher observation/evaluation protocol in TeachBoost. Formal teacher observations have been completed. School leaders are now working on extending contracts to their teachers and non-classroom-based academic staff.
- Accountability team is working on transition to Illuminate: Ishmail & Lydiatt are working on configuring the new system and scheduling trainings for teachers, deans/principals, and office staff.
- Mock visits have been made to the schools to prepare them for the LAUSD oversight visit. The following policies have been updated: salary scale for teachers and school leaders, tuition reimbursement policy, complaint procedures, attendance letters, alternative PE policy (will be brought to the board in April)
- School Wellness plan is being followed at the schools: schools have assessed their wellness and created an action plan.
- Mandatory state and authorizer reports have been timely submitted for compliance.
- Responded to auditors' detailed questions with my team.
- LCAP tracker is being updated and the focus for April will be writing next year's LCAP

More Updates

Regional Director- South Erdinc Acar

- STEAM EXPO preparations continue. Coordinators meeting happened. Posters ordered. STEAM EXPO Art Contest guidelines shared. Students input their entries.
- NGSS Implementations continue. Conducted workshop on NGSS assessments. Teachers attend relevant PDs.
- With Patrick on board for construction related items now, I have been doing more site visits for classroom observation, support and feedback.
- Principals, deans and teachers are trained on new state science assessments.
- GIRLS in STEM programs and resources shared. Schools implement many such programs.
- Robotics program continue receiving many awards and recognitions.

Interim Dir. of Special Programs Artis Callaham

Evalulogix - <http://www.ed-logix.com/get-started.html>

This is a small investment that will assist us in ameliorating the high cost of SPED at our sites.

- Create a Magnolia Comprehensive Assessment Reporting Brand and Process
- Allow all providers and assessors access to each assessment for the purpose of reporting data
- Multiple means of presenting, documenting and sharing the assessment information (i.e. graphs, powerpoints, charts).
- More meaningful and comprehensive presenting to parents
- Time and cost efficient assessments
- All inhouse psychological services provided for the next school year
- Review proposal

Math Coach Traci Lewin

- Capacity building has been a main component of the time spent at the school sites. Time has been spent working one-on-one with site-selected teachers to increase teacher understanding around classroom management and increasing engagement and rigor in the classroom. Full day professional development workshops have been conducted with small groups of teachers around unit and lesson planning, pacing of MPS adopted curriculum, and alignment of curriculum to Smarter Balanced Interim Assessment Blocks. In addition, professional development around using the formative data from the Smarter Balanced Interim Assessment Blocks to inform instruction has happened during department meetings at the school sites. Regional department meetings have occurred in the Valley, bringing all the math teachers from MSA-1, MSA-2, MSA-5, and MSA-7 together. As well, the teachers at MSA-4 and MSA-6 have held joint math department meetings. This has allowed for the sharing of best practices as well as capacity building.
- To help strengthen our math intervention program, a new lesson plan template was created for our Power Math classes. This allows for more consistency among the program across MPS. The format of the lesson follows a blended learning, station rotation model that allows students to explore topics of need in more depth. A webinar to introduce the new template as well as provide strategies on implementation was held in December, with the rollout in January.
- Training around supporting English Learners in the Mathematics classroom has been conducted alongside our MPS EL Coordinator. This training was provided to the Deans of Academics as well as made available to all MPS Math teachers and site-level EL coordinators. This presentation was selected to be presented at both the California Charter School Association Conference and the California Association of Bilingual Education Conference, both being held at the end of March.

More Updates

EL Coordinator Nicole Vasquez

- ELPAC transition updates - basic administration facts, comparison to CELDT, school progress, new reclassification threshold, and new proficiency descriptors
- Updates to the EL Master Plan - will include strategies for dually identified students, content language objectives, an overview of ELD standards, essential features of integrated and designated ELD, and essential questions for English Learners
- Action plan progress overview - working with math coach to provide professional development around ELD and math, working with director of SPED to increase capacity and focus around dually identified students, ensuring fidelity and compliance to EL/ Title III program

Data Manager and SIS Coor. Ishmail Ozkay

Illuminate SIS transition:

- Data file extracts are created and data migration is started from Coolsis to Illuminate Sandbox site where data validation will take place. When validation is complete in next couple weeks, data migration into Magnolia's live Illuminate site will start.
- Data and System Admin bootcamps took place back in Nov and Dec. Magnolia's Illuminate account master setup started at Dec bootcamp. It is ongoing and completed step by step along with data migration process.
- Lead teacher and Office staff (part 1) trainings took place on March 9th. Lead teachers will start training teachers at local level in next 3 months. There will be more teacher training in August during summer in-service. Office staff will have another half day training in June.
- Upcoming Illuminate trainings: Dean of Students is on March 13th., Dean of Academics is on April 11th, Principals is on April 19th. Office staff (part 2) is on June 12th.

Assessments:

- All sites administered Fall MAP testing.
- Math and ELA teachers have been administering Interim Assessment Blocks (IABs). These are short (10-12 questions) assessments to measure mastery of a specific Common Core standard.
- All sites are administering Interim Comprehensive Assessment (ICA) in these days and will be completed by March 23. ICA is a full length practice test that provide a snapshot of students' current content mastery. It will be used to inform curriculum and teaching in next two months leading to end of year summative SBAC testing.

Academic Data Review

An interim assessment is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Interim assessments are usually administered periodically during a course or school year (for example, every six or eight weeks) and separately from the process of instructing students. MPS schools administer Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments for Reading and Math in the Fall and Spring of each school year to identify academic gaps or highlights and to measure progress. In this report, the results for students in grades 3-8 and 11 are compared to each other and to the national norm. We have disaggregated for special populations that include our English Language Learners, Special Education students, Latino students, and African American students. Lastly, we provide a summary of glows and grows to inform and guide our next steps for the upcoming academic year.

NWEA Measures of Academic Progress (MAP) Testing

PURPOSE

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) is designed to show growth of a student over time. By using nationally normed data, MAP testing can assist in projecting proficiency for state testing. Using a computer adaptive assessment, the test can challenge high performing students yet not overwhelm students performing below grade level.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

*SD – Standard Deviation

WHAT IS TESTED: COMPARISON OF MEASURES OF ACADEMIC PROGRESS (MAP) TO SMARTER BALANCED TEST (SBAC)

Reading MAP

Growth: Reading 2-5 CA 2010 V2

1. Literature
 - a. Literature: Key Ideas and Details
 - b. Literature: Craft and Structure
2. Informational Text
 - a. Informational Text: Key Ideas and Details
 - b. Informational Text: Craft and Structure
3. Vocabulary Acquisition and Use
 - a. Context Clues and Reference
 - b. Word Relationships and Nuance

Growth: Reading 6+ CA 2010 V2

1. Literature
 - a. Literature: Key Ideas and Details
 - b. Literature: Craft and Structure
2. Informational Text
 - a. Informational Text: Key Ideas and Details
 - b. Informational Text: Craft and Structure
3. Vocabulary Acquisition and Use
 - a. Context Clues and Reference
 - b. Word Relationships and Nuance

ELA SBAC

3rd- 8th Grade, 11th Grade

1. Reading
 - a. Literary
 - b. Informational
2. Writing
 - a. Organization/Purpose
 - b. Evidence/Elaboration
 - c. Conventions
3. Speaking/Listening
 - a. Listening
4. Research

NWEA Measures of Academic Progress (MAP) Testing

NWEA Reading Mean RIT Scores MPS-Wide, All Students Compared to National Norm for Reading			
Grade Level	2016/2017	2017/2018	National Norm
3	167	180	188.3
4	182	194	198.2
5	190	198	205.7
6	199	207	211.0
7	206	211	214.4
8	210	214	217.2
9	214	216	220.2
10	218	218	220.4
11	221	222	222.6

Definitions	
RIT Scores	The NWEA MAP test uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. Students typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.
National Normed Data	The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.

NWEA Reading Mean RIT Scores MPS-Wide, Student Groups								
Grade Level	Special Education		English Learners		Hispanic/Latino		Black/African American	
	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018
3	163	176	158	172	164	178	167	175
4	182	187	171	184	181	193	177	201
5	190	195	174	185	189	197	N/A	N/A
6	199	192	184	191	198	205	204	204
7	206	196	188	193	205	210	205	209
8	210	199	187	192	209	212	209	211
9	214	204	194	199	213	214	214	213
10	218	208	190	199	216	217	219	216
11	221	214	200	202	222	221	220	224

DATA HIGHLIGHTS

Glows

- Consistent growth and sustained progress in all grade levels
- The longer students remain at MPS, the better they perform.
- Foundational grades (3rd-5th) demonstrate significant growth.
- African American students exceed the national reading norm by 11th grade.

Grows

- While students are showing growth, students in 6th and 9th grade are further from the national norm than other grade levels. This demonstrates the need for strong intervention classes in 6th and 9th grade.
- Increase student reading of informational text

NWEA Measures of Academic Progress (MAP) Testing

PURPOSE

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) is designed to show growth of a student over time. By using nationally normed data, MAP testing can assist in projecting proficiency for state testing. Using a computer adaptive assessment, the test can challenge high performing students yet not overwhelm students performing below grade level.

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

*SD – Standard Deviation

WHAT IS TESTED: COMPARISON OF MEASURES OF ACADEMIC PROGRESS (MAP) TO SMARTER BALANCED TEST (SBAC)

Math MAP

Growth: Math 2-5 CA 2010

1. Operations and Algebraic Thinking
 - a. Represent and Solve Problems
 - b. Analyze Patterns and Relationships
2. Number and Operations
 - a. Understand Place Value, Counting, and Cardinality
 - b. Number and Operations in Base Ten
 - c. Number and Operations - Fractions
3. Measurement and Data
 - a. Geometric Measurement and Problem Solving
 - b. Represent and Interpret Data
4. Geometry
 - a. Reason with Shapes, Attributes, & Coordinate Plane

Growth: Math 6+ CA 2010

1. Operations and Algebraic Thinking
 - a. Expressions and Equations
 - b. Use Functions to Model Relationships
2. The Real and Complex Number Systems
 - a. Ratios and Proportional Relationships
 - b. Perform Operations
 - c. Extend and Use Properties
3. Geometry
 - a. Geometric Measurement and Relationships
 - b. Congruence, Similarity, Right Triangles, & Trig
4. Statistics and Probability
 - a. Interpreting Categorical and Quantitative Data
 - b. Using Sampling and Probability to Make Decisions

Math SBAC

SBAC Domains 3rd -5th Grade

1. Numbers and Operations in Base Ten
2. Operations and Algebraic Thinking
3. Numbers and Operations- Fractions
4. Measurement and Data
5. Geometry

SBAC Domains 6th - 7th Grade

1. Ratios and Proportional Relationships
2. The Number System
3. Expressions and Equations
4. Geometry
5. Statistics and Probability

SBAC Domains 8th Grade

1. The Number System
2. Expressions and Equations
3. Functions
4. Geometry
5. Statistics and Probability

SBAC Domains 11th Grade

1. Number and Quantity
2. Algebra
3. Functions
4. Modeling
5. Geometry
6. Statistics and Probability

NWEA Measures of Academic Progress (MAP) Testing

NWEA Math Mean RIT Scores MPS-Wide, All Students Compared to National Norm for Math			
Grade Level	2016/2017	2017/2018	National Norm
3	171	185	190.4
4	186	198	201.9
5	197	206	211.4
6	203	209	217.6
7	209	216	222.6
8	216	222	226.3
9	220	224	230.3
10	225	228	230.1
11	231	234	233.3

Definitions	
RIT Scores	The NWEA MAP test uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. Students typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.
National Normed Data	The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.

NWEA Math Mean RIT Scores MPS-Wide, Student Groups								
Grade Level	Special Education		English Learners		Hispanic/Latino		Black/African American	
	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018
3	168	179	164	180	168	183	177	191
4	179	191	178	189	185	196	188	206
5	188	202	187	198	197	205	N/A	N/A
6	187	193	192	193	204	206	188	207
7	195	200	194	200	208	214	202	211
8	201	207	195	199	214	220	215	219
9	201	209	198	207	219	222	215	211
10	213	215	205	209	224	226	225	224
11	215	216	209	208	230	233	221	227

DATA HIGHLIGHTS

Glows

- Consistent growth among all grade levels from 2016/2017 – 2017/2018
- By 11th grade students are outperforming national norm, showing the longer the students remain at MPS, the better they perform.
- Students in Special Education show at least a 5-point gain in 3rd -9th grade from 2016/2017 to 2017/2018.

Grows

- English Learners show a dip in 6th and 8th grade, showing the need more support for English Learners in Middle School.
- While students are showing growth, students in 6th and 9th grade are further from the national norm than other grade levels. This demonstrates the need for strong intervention classes in 6th and 9th grade.

NWEA Measures of Academic Progress (MAP) Testing

Next Steps

- Strengthen Power Classes in ELA and Math across all MPS schools through ongoing professional development and coaching, engaging curriculum and an improved student experience.
- Continue to monitor the progress of student growth through MPS data cycle by administering 4 types of formative and 2 types of summative assessments to address gaps and celebrate growth and improve instructional practices.
- Expand the Academic Team to include the following:
New Teacher Literacy Coach, Elementary Instructional Coach, and Collage and Career Coordinator.

Coversheet

Oversight School Visits Overview

Section: II. MPS Board Retreat
Item: B. Oversight School Visits Overview
Purpose: FYI
Submitted by:
Related Material: II B Oversight School Visits Overview.pdf



Board Agenda Item #	II B – Information Item
Date:	March 18, 2018
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Oversight School Visits Overview

Proposed Board Recommendation

Information Item

Background

Oversight Visits

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. To date this year all MPS schools have been visited, except for MSA-7 which is scheduled for a visit on April 5, 2018. Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools. LAUSD also gives a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. The following are ratings our LAUSD authorized schools received in 2016-17:

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
	2016-17			
MSA-1	3	3	3	2
MSA-2	3	3	3	2
MSA-3	3	3	3	2
MSA-4	3	3	3	2
MSA-5	3	3	3	2
MSA-6	3	3	3	2
MSA-7	3	3	4	2
MSA-BELL	3	3	3	2

The Home Office will continue to provide the board with any oversight report and feedback from the authorizer visits. The following are our authorizers' visit details for 2017-18:

School	Authorizer	Visited?	Notes
MSA-1	LACOE	Yes	Facility visit conducted
MSA-2	LACOE	Yes	Facility visit conducted
MSA-3	LACOE	Yes	Facility visit conducted
MSA-4	LAUSD	Yes	
MSA-5	LAUSD->LACOE	Yes (by LAUSD)	Facility visit to be conducted by LACOE
MSA-6	LAUSD	Yes	
MSA-7	LAUSD	Scheduled	April 5, 2018
MSA-Bell	LAUSD	Yes	Public School Choice
MSA-San Diego	SDUSD	Yes	SD Board Rep should be available
MSA-Santa Ana	SBE	Yes	2-day visit; Board member attendance required

During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. As a sample please see attached LAUSD annual performance-based binder prep guide 2017-18. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

WASC Visits

All our high schools are accredited by WASC and our courses are transferrable, and a-g approved. In addition, even though it is not required, we have chosen to get our middle and elementary schools WASC-accredited since this process provides an excellent opportunity for self-study of the school staff for continuous improvement. There are different types of WASC visits depending on where the school is in its accreditation cycle. The most comprehensive one, a self-study visit, takes 3 ½ days; it starts on Sunday and ends on Wednesday afternoon. An initial visit is a one-day visit and a mid-cycle visit is a one- or two-day visit.

An initial WASC visit typically results in a 3-year accreditation where the school goes through a self-study and is visited in the third year for a 6-year accreditation. The school is then visited again during the third year of the 6-year cycle; this is called a mid-cycle visit. During their visit the visiting committees interview the board, so board member attendance in person or on the phone is required. For a self-study visit, board member interview would typically take place on Sunday or Tuesday of the visit. For other visits it varies. The following table shows expected WASC visits to our schools in 2018-19.

School	Accredited until	Visit in 2018-19?	Notes
MSA-Santa Ana	June 30, 2018	No	Self-Study Visit DONE
MSA-San Diego	June 30, 2019	Yes	Self-Study Visit
MSA-4	June 30, 2019	Yes	Self-Study Visit
MSA-5	June 30, 2019	Yes	Initial Visit
MSA-1	June 30, 2021	No	Initial Visit DONE
MSA-2	June 30, 2021	No	Initial Visit DONE
MSA-3	June 30, 2021	No	Initial Visit DONE
MSA-6	June 30, 2022	Yes	Mid-Cycle Visit
MSA-7	June 30, 2022	Yes	Mid-Cycle Visit
MSA-Bell	June 30, 2022	Yes	Mid-Cycle Visit

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- Attachment A - Annual Performance-Based Binder Prep Guide 2017-2018



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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MICHELLE KING, Ed.D.
Superintendent of Schools

FRANCES GIPSON, Ph.D.
*Chief Academic Officer
Division of Instruction*

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2017-2018

OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. While CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight, in accordance with California Education Code § 47604.32 the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

- Category I:** Governance
- Category II:** Student Achievement and Educational Performance
- Category III:** Organizational Management, Programs, and Operations
- Category IV:** Fiscal Operations

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope that this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all.

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share "educator-to-educator" information and insights (required activities are in bold):

(1) Interview/Discussion

- **"Morning Meeting"** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
- **Interviews/discussions with organization and school-site leadership** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
- **Interviews of stakeholder groups** (students, parents, staff)
- **Debriefing of visit**

(2) Observation

- **Classroom observation**
- **Site observation**

(3) Document Review

- **Review of documentation provided by school (see guidance below)**
- Request and review of additional documentation

(4) Fiscal Review¹

See section on preparation for fiscal review below.

Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

LOGISTICS

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities: (1) a small confidential work area containing a table and chairs with at least one nearby electrical outlet, for the use of the CSD visiting team to conduct document review and other team activities; (2) a room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing; and (3) if the school has been notified in advance that the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews. A single room or space may be appropriate, of course, to serve multiple purposes.

Visitor Information

Please have the following items ready in a separate folder for the CSD visiting team:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information

PREPARATION FOR INTERVIEW/DISCUSSION

In the weeks prior to the scheduled visit, your CSD administrator will be providing school-specific guiding questions that focus on performance in one or more of the four assessment categories. CSD staff will use the guiding questions to lead discussion with the school leadership team during the Morning Meeting on the day of the visit.

¹ Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator will be notified directly by the Fiscal Team, usually four weeks in advance of the scheduled annual performance-based oversight visit.

Example of Guiding Questions (please wait to receive your school specific guiding questions)

Governance: In what specific ways does the Governing Board fulfill its fiduciary responsibility to effectively direct and provide oversight of the charter public school? How is the governing board assessing the overall performance of the charter school?

Student Achievement and Educational Performance: How is the school demonstrating appropriate levels of academic achievement and progress for all students, including students in subgroups? How is your school keeping on track to meet the renewal eligibility criteria set forth in Education Code § 47607(b), Senate Bill 1290 requirements, and the renewal criteria provided in Ed. Code § 47605(b)? How is the school measuring and monitoring student academic achievement and progress in preparation for the CAASPP? What are some effective practices, supported by data analysis that the school has observed?

Organizational Management, Programs, and Operations: How is the school monitoring, analyzing, and increasing the effectiveness of the school's implementation of the California Common Core State Standards, the specific educational and other goals and actions described in the school's charter and LCAP, and the instructional program set forth in the charter? How has the school established a positive school culture and effective student discipline system consistent with the principles of the District's Discipline Foundation Policy?

Fiscal Operations: How is your school being a good steward of the public resources entrusted to your care? In what ways does the development and implementation of the charter school budget support and advance the instructional program of the charter school? How are your current fiscal policies and controls facilitating the appropriate use and management of public funds?

PREPARATION FOR DOCUMENT REVIEW

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above.

Binder Preparation

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

Binder 1: Governance Documentation

Binder 2: Student Achievement and Educational Performance Documentation

Binder 3: Organizational Management, Programs, and Operations Documentation

Binder 3A: Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training Requirements and Bloodborne Pathogen training

Note: All independent charter schools are expected to prepare Binder 3A documentation (ESSA grid) and complete and submit both the *Certification of Clearances, Credentialing and Mandated Reporter Training Form (ESSA grid)* for Binder 3A and the first *Compliance Monitoring Certification* form to the CSD by Friday of the 7th week of school. This is designed to be consistent with the timeframe of Child Abuse Training by the sixth week of school established by AB1432.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Please include all documentation applicable to the grade levels served by the school.

Preparation of Fiscal Operations Documentation

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted electronically to the Fiscal Team member assigned to your school two weeks prior to the fiscal site visit, which is usually a component of the annual oversight visit but may be scheduled for a different day.

BINDER 1

GOVERNANCE DOCUMENTATION

Please organize the documentation provided in this binder in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 Organizational Chart
Current and complete organization chart (including Governing Board)
- 2 Bylaws
Current Governing Board bylaws
- 3 Board Members
Current roster of Governing Board members with contact information
- 4 Board Meeting Agendas and Minutes
Board meeting agendas and minutes for all meetings held in the last 12 months
Include evidence that agendas and minutes are on the school's website
- 5 Board Meeting Calendar
Calendar(s) of regular meetings of Governing Board

- 6 Committee(s)/Council(s) Meeting Calendars & Agendas
Calendar(s) and Agenda(s) of Committee(s)/Council(s) Include evidence of School Site Council and ELAC meetings (for applicable schools)
- 7 Evaluation of School Leadership
Evidence of a system of evaluation for chief executive and school administrator(s)
- 8 Brown Act Training
Documentation of recent Brown Act training for Governing Board members, including all new members
- 9 Agenda Posting Procedures
Documentation the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas and minutes are on the school's website)
- 10 Parent-Student Handbook(s)
Current and complete Parent-Student Handbook(s)
- 11 Uniform Complaint Procedures
Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements

NOTE: Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal, state laws, or regulations. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school is requested to review and be familiar with UCP requirements and guidance on the California Department of Education (CDE) website (<http://www.cde.ca.gov/re/cp/uc/>), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at lausd.net, in the *Offices* tab, at the *Educational Equity Compliance Office*.

NOTE: The UCP policy, procedures, and documents have also been added to the *COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW* document for the governing board's annual review and certification.

CSD review of the charter school's UCP documents will include:

- An English version and if applicable, translated version when 15% or more of students enrolled speak a primary language other than English
- The name/address of whom the parent sends the complaint in the charter organization
- The position that will investigate the complaint
- Policy description (See CDE guidance) and step-by-step procedures regarding handling of UCP complaints. Policy should include language that encourages complainants to file directly with the school first, rather than CDE.
- Timelines for the investigation (60 calendar days). Timeline language should additionally explain to complainants a written report of findings will be received within 60 calendar days, unless the complainant agrees in writing to an extension of the timeline (except in the case of pupil fees complaints where no extensions can be obtained).
- Appeals process and timelines including to whom, at the CDE, an appeal is sent including the original complaint and the Charter School's findings
- A Civil Remedies section explaining that civil remedies "may" be available (injunction, restraining order) for discrimination, harassment, intimidation and/or bullying laws
- The UCP information including to whom in the school organization to send complaints to is on the school's website, complaint forms and notice/brochures and are available free of charge (e.g., school main office)
- The categorical and other specific programs that are under the UCP jurisdiction for your charter school(s) applicable to the school's level/funding (i.e., an elementary would not include Adult Education)

Example- Programs that use categorical funds*

- a. Adult Education
- b. After School Education and Safety (ASES)
- c. Agricultural Vocational Education
- d. American Indian Education Centers and Early Childhood Education Program Assessments
- e. Bilingual Education
- f. California Peer Assistance and Review Programs for Teachers
- g. Career Technical and Technical Education and Career Technical and Technical Training

- h. Child Care and Development
- i. Child Nutrition
- j. Consolidated Categorical Aid Programs
- k. Economic Impact Aid*
- l. Every Student Succeeds Act
- m. Foster and Homeless Youth Services [The LEA shall post a standardized notice of the educational rights of foster and homeless youth, as specified in E.C. §§48853, 48853.5, 49069.5, 512225.1, 51225.2; the notice shall include complaint process information, as applicable.]
- n. Migrant Education
- o. No Child Left Behind Act (2001) programs, including but not limited to, improving academic achievement, compensatory education, limited English proficiency, and migrant education
- p. Regional Occupational Centers and Programs
- q. School Safety Plans
- r. Special Education
- s. Tobacco-Use Education

*Some of these programs may not be applicable to your charter school(s)

UCP also addresses complaints for:

- Discrimination, Harassment, Intimidation, And/Or Bullying (of protected classes)
 - Unauthorized Charging of Pupil Fees
 - Elementary School Adopted Course of Study for Physical Education (if applicable)
 - Failure To Comply With Legal Requirements As To Development, Adoption and Annual Update Of The LCAP And LCFE
- 12 Stakeholder Complaint Procedure(s)
Evidence of other stakeholder complaint procedure(s) for complaints outside regulatory scope of UCP, including the school's complaint form(s)
 - 13 Human Resources Policies and Procedures
Evidence of policies and procedures specifically related to:
 - 13.1 Staff Due Process
 - 13.2 ESSA Qualification, Credentialing, and Clearance Requirements
 - 14 Data-Based Decision-Making
Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making

- 15 **Fiscal Management and Accountability**
Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget and finances to ensure sound fiscal management

BINDER 2**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please analyze and discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's numerically significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement. Please include tabbed dividers numbered in accordance with the numbering shown below.

- 1 **State Assessment Data**
Data reports (as applicable) based on state assessment results, including:
 - 1.1 **SBAC Subgroup ELA:** CAASPP Smarter Balanced English Language Arts Test Results (CDE)
 - 1.2 **SBAC Subgroup Math:** CAASPP Smarter Balanced Mathematics Test Results (CDE)
 - 1.3 **SBAC Schoolwide ELA:** CAASPP Smarter Balanced English Language Arts Test Results (CDE)
 - 1.4 **SBAC Schoolwide Math:** CAASPP Smarter Balanced Mathematics Test Results (CDE)
 - 1.5 **Reclassification:** Most recent Number and Percent of Students Reclassified to FEP report (CDE)
 - 1.5.1 **CELDT:** Most recent CELDT Criterion reports (Initial Assessment and Annual Assessment)(CDE)

NOTE: If the school is part of a consortium for purposes of Title III accountability, please provide the School-Level Data report (CDE)

 - 1.6 Long Term English Learners (Secondary) and "At-Risk" English Learners (Elementary and Secondary Schools) Include most recent Numbers and Percentage of Students identified by CDE as LTELS (Secondary) or most recent Number and Percent of Students identified by CDE as "At-Risk" English Learners 4-5 years (Elementary and Secondary)

□ 2 School Assessment Data (with analysis of results)

Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:

- 2.1 **Internal Assessments:** Internal periodic assessments in core subjects
Please note: The 2.1 Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP)
- 2.2 **Subgroup Performance:** Student subgroup achievement and growth
- 2.3 **English Language Development:** EL language acquisition

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

High Schools only:

- 2.4 **AP:** Advanced Placement examination participation and passage
- 2.5 **A-G:** Completion of and progress toward A-G requirements
- 2.6 **College:** College acceptance

□ 3 Four-Year Cohort Graduation Rate (**High Schools only**)

- 3.1 **Four-Year Cohort Graduation Rate:** Most recent Numbers and Percentages of School Graduation Data (CDE)

NOTE: California School Dashboard

For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings *will not* impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight, but will provide informational areas of focus. California School Dashboard Indicators will, however, figure into next year's 2018-2019 oversight ratings.

□ 4 California School Dashboard printout for the following indicators (as applicable)

- Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts
- Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

- Priority 4-3.5 Student Achievement English Learner Progress Indicator
- Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator (this indicator will be available Fall 2018)
- Priority 6-3.8 School Climate- Suspension Rate Indicator
- Priority 2.5 Suspension and Expulsion Rates

HIGH SCHOOLS ONLY:

- Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts (status and change)
- Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics (status and change)
- Priority 5-3.6 Student Engagement-Graduation Rate Indicator
- Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College /Career Indicator (status, *this indicator will be available Fall 2017*)

BINDER 3

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS DOCUMENTATION

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Please include tabbed dividers numbered in accordance with the numbering shown below.

□ 1 School Safety and Operations (School Safety Plan & Procedures)

- 1.1 **Visitor's Policy:** Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
- 1.2 **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps (that complies with co-location requirements if co-located) Includes Threat Assessment protocol. **For Co-locations, include copy of District school's Safe Schools Plan incorporating the charter school**
- 1.3 **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
- 1.4 **Emergency Supplies:** Evidence of provision and location of onsite emergency supplies (industry standard is 3 days of food/water)
- 1.5 **Child Abuse Mandated Reporter Training:** (please include employee training documentation in Binder 3A) Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters

- 1.6 **Suicide Prevention Policy for schools serving students in grades 7-12:** inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
- 2 Health and Safety
- 2.1 **COO:** Current and appropriate Certificate(s) of Occupancy (COO) or equivalent for all non-District sites on which the school operates
 - 2.2 **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school

NOTE: Please do not provide individual student information.
 - 2.3 **Epi-Pen:** Documentation that the school maintains an epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff in the storage and use of the epi-pen
- 3 School Instructional Programs
- 3.1 **Standards-Based Instructional Program:** Evidence of implementation of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the new English Language Development standards *and the State’s transition to the California Next Generation Science Standards.*
 - 3.2 **LCAP:** Copy of the school’s current Local Control Accountability Plan (LCAP)
 - 3.3 **(New schools only) CAASPP Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
 - 3.4 **WASC Accreditation Notification letter**
 - 3.5 **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout)

- 3.6 **Transitional Kindergarten:** Evidence that the school has implemented TK
 - 3.7 **Professional Development:** Evidence of implementation of the school's professional development plans and programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff *in the state's transition to implementing the California Next Generation Science Standards*, and in meeting the needs of all students, including English Learners and students with disabilities
 - 3.8 **Intervention and Support:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
 - 3.9 **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter
 - 3.10 **(Schools Serving 9th graders) :** Evidence of compliance with the Mathematics Placement Act
- 4 **School Management and Operations**
- 4.1 **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including
 - ◆ DVR - Documentation of the results of school's most recent District Validation Review (DVR)
 - ◆ Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
 - ◆ Welligent Reports - Copy of the school's most current/up-to-date "IEP200 – Annual and Triannual IEP Report" and the "SER300 (printed out the week of the oversight visit)
 - ◆ Professional Development- Evidence of staff professional development about Special Education (include in section 3.7)
 - 4.2 **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy, including:
 - ◆ Tiered Behavior Intervention – Evidence of the school's tiered system of behavioral supports and interventions, such as SST and/or COST
 - ◆ Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school

- ♦ Schoolwide Positive Behavior Support System – Evidence of the school’s recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
 - ♦ Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
 - ♦ Complaint Procedure - Evidence that school provides a complaint procedure for stakeholders related to school climate and school discipline system
- 4.3 **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:
- ♦ Stakeholder Consultation - Evidence of stakeholder consultation regarding the school’s educational programs and its LCAP and related meeting agendas
 - ♦ Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
 - ♦ Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
 - ♦ Stakeholder Complaints - Evidence of communication of information regarding complaint resolution process(es)
 - ♦ Transferability of Course Credit/Courses - Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
 - ♦ Access to Approved Charter – Evidence that the school provides ready access to the school’s approved charter to all stakeholders
- 4.4 **Stakeholder Communication and Transparency:** Evidence that the school demonstrates informational transparency to stakeholders via documents available both manually and electronically (website preferred) in the following areas:
- ♦ Complaint procedures**
 - ♦ Title IX information in accordance with SB1375**
 - ♦ AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
 - ♦ Applicable categories described in LAUSD Charter School Transparency Resolution (*schools may provide evidence of other electronic means for this item, if means other than website are utilized*)**required on website

- 4.5 Staff Evaluation: Evidence of a system of evaluation for faculty and other staff

NOTE: Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

BINDER 3A (Please note that the ESSA grid will be submitted to the CSD assigned administrator at the end of the school's 7th week of operation (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training). The ESSA grid will be reviewed again at the oversight visit.

DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS

Please organize the documentation provided in this binder into the following four sections. Please include tabbed dividers numbered in accordance with the numbering shown below.

□ 1 Certifications and Related School Information

In the first section of this binder, please provide:

- 1.1 **Certification (ESSA Grid):** The original signed document and one full-sized copy of the school's completed and signed "Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2017-2018" form (often informally referred to as the "ESSA Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.

NOTE: All school employees as well as all contracting entities/ independent contractors ("vendors") providing school-site or student services must be included on the completed form

NOTE: The completed certification document should be ready and available for CSD review no later than the 7th week after the first day of school. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors

- 1.2 **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- 1.3 **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" and "college preparatory" in the school's approved charter

- **1.4 Special Education Staff Roster and Caseload:** List of RSP and SDC teachers that identifies the number of students in each SWD eligibility category served by each teacher

NOTE: Please do not include individual student names or other identifying information.

- **1.5 Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of this binder by last name of individual staff members or by contracting entity name, organized in the same order provided on the completed "Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018" and Bloodborne Pathogen Training documents.

- **2 Certificated Employee Documentation:** For each certificated employee, please provide (organized in the same order as the ESSA Grid):
 - **Criminal Background Clearance Certification:** Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.

NOTE: Please ensure that any Social Security Numbers recorded on these original forms are redacted
 - **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member
 - **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service – e.g., CBEST documentation for any employee with a one-year credential
- **3 Non-Certificated Employee Documentation:** For each classified or non-certificated employee (organized in the same order as the ESSA Grid), please provide:
 - **Criminal Background Clearance Certification:** Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.

NOTE: Please ensure that any Social Security Numbers recorded on these forms are redacted

- 4 Employee Child Abuse Training Documentation and Bloodborne Pathogen Training Documentation: For all staff members include the supporting documentation of completion of Child Abuse Training within timelines specified in AB1432. Include the supporting documentation for all staff members' completion of Bloodborne Pathogen training.
- 5 Contracting Entities Documentation: For each contracting entity/independent contractor ("vendor") (organized in the same order as the ESSA Grid), please provide:
- **Clearances and Credentialing Certification**: Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
- NOTE:** The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.
- NOTE:** AB 949 (2017), which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018.
- 6 Volunteer Clearances Certification: (if applicable)
- **Clearances Certification**: Documentation certifying that 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 per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification
- NOTE:** To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

FISCAL OPERATIONS DOCUMENTATION

PLEASE NOTE: To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school two

weeks prior to the fiscal site visit for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below. If an item listed below does not apply, or requires you to prepare something in addition to what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

- 1 **Most current** fiscal reports presented to the charter school's board (provide reports presented at one of the meetings held in 2017-2018)
 - a. Balance Sheet, at a minimum include the categories of assets, liabilities, and net assets used in the audited financials
 - b. Income Statement (Statement of Activities), at a minimum include the categories of revenue and expenses used in the audited financials
 - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same as the categories on the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above fiscal reports were presented to the charter school's governing board
- 3 Minutes of the meeting when the 2017-2018 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion of the most current independent audit report and resolution of any audit findings, including material weaknesses or deficiencies
- 7 Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD
- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any

- 9 Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2016-2017 school year)
- 10 A copy of the most current fiscal policies and procedures
 - a. If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties
- 11 Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting approval of the current procurement policies and procedures
- 12 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 member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures
- 13 A description of the relationship between the charter school and any related party², and the business purpose of the related party
- 14 A copy of all contracts with related parties (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.)
 - a. If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
 - i. The percentage and/or rate of the fees;
 - ii. The basis used to calculate the total fees;
 - iii. The terms of the services provided; and
 - iv. A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees
- 15 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees

² Related parties may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

- 16 If the charter school has a sole statutory member, please provide the following:
 - a. A copy of the sole statutory member's by-laws
 - b. A copy of the sole statutory member's articles of incorporation

- 17 Check registers for the prior 12 months in Microsoft Excel format

- 18 All credit card statements for the prior six months, and the following:
 - a. A list of all credit cards in Microsoft Excel format that includes the last four digits of the credit card number, and the name and job title of the credit card holder

- 19 Monthly bank statements and reconciliations for the prior six months, and the following:
 - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
 - b. The bank statements are from the financial institution and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and cancelled checks
 - c. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of the debit card number, and the name and job title of the debit card holder

- 20 Student body financial records (budget, cash flow, bank statement with reconciliation, audit reports and other fiscal reports)

- 21 Equipment inventory (asset tag number, purchase date, purchase price, book value, asset life, location of asset, etc.)

- 22 A link to the charter school's website where the EPA allocation and expenditures are posted

- 23 If applicable, the signed and executed agreement related to the factoring of receivables, and the minutes of the meeting reflecting the review and approval of the agreement

- 24 Disclosure of Legal Issues
NOTE: Any reference to "Charter School" shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the "charter school". Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation,

or other organization that participates in the management or operation of the “charter school.”

NOTE: Disclosures should include civil or criminal cases filed in state or federal court; civil or criminal investigations by local, state, or federal law enforcement authorities; and enforcement proceedings or investigation by local, state, or federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

- Disclose material information relating to any legal or regulatory proceeding or investigation in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
 - Disclose any civil, criminal, or regulatory action in which the Charter School, or any current board members, senior officers, senior management personnel, or employee has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
 - If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.
- 25 Any other Fiscal reports presented to the charter school’s governing board (e.g., grants, bonds, independent audit reports, etc.)

NOTE: If you have any questions about preparation for document review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.