



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2020-2021 SCHOOL YEAR (REMOTE VERSION)**

FOR

Camino Nuevo Elementary School 3 - 2157

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.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



Charter School Name:		Camino Nuevo Elementary School 3			Location Code:	2157
Current Address:		City:	ZIP Code:	Phone:	Fax:	
1723 W. Cordova St. 2755 W 15 th Street		Los Angeles Los Angeles	90007 90006	323-730-7160	323-737-1439	
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:		
July 1, 2020 to June 30, 2025			2	Central		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 146		
743	889					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 16.4%		
TK- 8	TK-8					
Norm Enrollment Number:		746				
Total Number of Staff Members:	70	Certificated:	39	Classified:	31	
Charter School's Leadership Team Members:		Jay Laughlin – Principal, Lindsey Rojas, AP; Diana Peña, AP; Michelle Pyo, AP; Berenice Mendoza, AP; Michelle Pyo APSS; Yesenia Rivas-Hernandez, Family Services Coordinator				
Charter School's Contact for Special Education:		Lindsey Rojas, AP; Michelle Pyo, AP; Darius Fequiere, Director of Special Education				
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Paddy Mwembu		
Other School/CSD Team Members:	Rene Cardona, CSD, Robert Spencer, Vice President of Schools; Esperanza Bacilio, Director of Operations; Jamica Brazell, Director of HR; Gina Harris, COP					
REMOTE Oversight Visit Date(s):	March 4, 2021		Fiscal Review Date (if different):	N/A		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	K-5: Yes, PSC 6-8: No		LAUSD Co-Location Campus(es) (if applicable):	N/A		
			Date of Co-Location meeting with Operations Team:	N/A		

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

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**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 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)	
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Based on the binder review, the school provided the following evidence:	
<ul style="list-style-type: none">• The school has implemented an organizational structure aligned to its charter; the Governing board is comprised of seven members.• The Governing Board bylaws are current and were amended on November 10, 2020• School council(s) are in place as evidenced by the following documentation:<ul style="list-style-type: none">○ ELAC meeting agenda & minutes (11/17/20 and 2/9/21)○ Agenda items included the following:<ul style="list-style-type: none">▪ State Requirements for ELAC▪ Functions of ELAC▪ Mandated topics – 1) School attendance, 2) Language census, 3) Single plan for student achievement, 4) Comprehensive needs assessment, 5) EL master Plan▪ ELAC officer elections▪ ELPAC data▪ Supports for EL student success▪ Reclassification Criteria○ SBC Meeting Agenda, & minutes (10/10/20, and 1/21/21)○ Agenda items included the following:<ul style="list-style-type: none">▪ SBC election of Officers▪ Title I: Parent Involvement Policy/Home-School Compact/Pledge▪ Uniform Complaint Procedures▪ Retention and Culmination Policy▪ Safety Plan▪ LCAP Development Plan and Progress, and Budget▪ Needs Assessment▪ Student achievement data▪ ELAC Recommendations	



- An evaluation system for school leaders that includes the following criteria:
 - Develops a shared commitment to the CNCA Mission
 - Develops shared vision for realizing CNCA Mission
 - Welcomes families and community members into the school
 - Develops and implements a family engagement plan to develop a true partnership
 - Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Board meeting agendas and minutes for meetings held in the last 12 months (1/21/2020 to 1/29/2021)
- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (August 11, 2020, August 14, 2020 (Special), August 25, 2020 (Special), September 8, 2020, November 20, 2020, November 23, 2020 (Special), January 12, 2021, and January 29, 2021 (Special))
- Brown Act training occurred on January 12, 2021 and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the BoardOnTrack system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

Notes:
None

****NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE 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) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input 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 leader(s)<input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Organizational chart (B1.1)<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<input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6)<input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7)<input type="checkbox"/> Discussion with leadership<input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE 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 Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input 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"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

Rubric	Sources of Evidence
Performance <input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, 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) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<ul style="list-style-type: none"><input type="checkbox"/> Parent-Student Handbook(s) (B1.10)<input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with school leadership<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i><input type="checkbox"/> Other: (Specify)

**G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure ongoing:***

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)<input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4)<input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with leadership<input type="checkbox"/> Other: (Specify)

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure fiscal viability:*

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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports<input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report<input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), 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<input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or 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	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)<input 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 financial information submitted by the school<input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<ul style="list-style-type: none"><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 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 and/or MOU Benchmarks related to GOVERNANCE (if applicable):

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
California Department of Education's (CDE) Charter School's Performance Category	Low Performing
Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	
<u>Areas of Demonstrated Strength and/or Progress</u> A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR The schoolwide Dashboard Suspension Rate Indicator color is green (1.2%) A11: ENGLISH LEARNER RECLASSIFICATION – The school reclassifies English Learners at a rate higher than the state average (15.8% vs 13.8%) <u>Areas Noted for Further Growth and/or Improvement</u> A1: DASHBOARD SCHOOLWIDE ELA INDICATOR The schoolwide Dashboard ELA Indicator color is yellow (-47.2) School leadership shared the following strategies to improve ELA achievement: <ul style="list-style-type: none">• The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person• The schools' virtual learning program has focused on leveraging online learning platforms so that students have the opportunity to solidify skills that equip them with pre-requisite learning and practice they need in order to better access the grade level standards and texts• The school trained teachers to build their skills in leveraging online learning tools such as G-Suite, Google classroom, Zoom chat features, Jamboard, and PearDeck• The school will be implementing a new vertically aligned, standards-based curriculum for English Language Arts and Spanish Language Arts for the 2020-2021 school year• The school leadership regularly reviews teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support A2: DASHBOARD SCHOOLWIDE MATH INDICATOR The schoolwide Dashboard Math Indicator color is yellow (-58.8)	



School leadership shared the following strategies to improve Math achievement:

- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need
- The school administers interim assessments on a quarterly basis to ensure teachers have standards-based data on how students are currently performing so that they can analyze and appropriately respond to student learning needs
- The school leadership regularly reviews teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR

The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange** (14.1%)

School leadership shared the following strategies to improve Chronic Absenteeism:

- The school has refined its policies to improve attendance for all students, and have targeted supports for students that show chronic absenteeism
- The leadership team and teacher leaders participate in Responsive Classroom training to help address classroom culture and provide teachers with support
- The school has evaluated current systems in place for monitoring attendance and refined the systems to develop a consistent system for recognizing positive attendance and responding to attendance challenges
- Additional systems include the following:
 - System to communicate with families regarding absences on a daily basis.
 - Daily communication for absent students
 - Initiating robocalls day-of absence after 10am
 - Follow up with Parent Square messages to families that cannot be reach
 - Live attendance tracker updates and notes for staff communication
 - System for communicating with stakeholders on a weekly basis.
 - An Administrator communicates on Fridays with families of students who missed more than 2 days in the week
 - School Attendance Review Team (SART) send letters to families whose students have missed more than 3 days during a week
 - Student Success Team (SST) scheduled for attendance support plan generation
 - Schoolzilla attendance communication to staff and parents on average attendance
 - Newsletter sharing past two weeks of attendance by grade level to reveal trends
 - Discussion of progress monitoring during leadership meetings for further support, ideas and necessary actions

A8: DASHBOARD SUBGROUP ELA

None of the school's four numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -63.1 vs. -45.1, Latino -47.7 vs. -26.6, Socioeconomically Disadvantaged -47.2 vs. -30.1, and Students with Disabilities -117.7 vs. -88.1)

School leadership shared the following strategies to improve ELA achievement:



- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- The schools' virtual learning program has focused on leveraging online learning platforms so that students have the opportunity to solidify skills that equip them with pre-requisite learning and practice they need in order to better access the grade level standards and texts
- The school provides technology access for students and have implemented reading-focused online learning platforms: Smarty Ants (grades K-3) and Achieve 3000 (grades 3-8)
- The school is building teacher capacity to scaffold supports so every student can be successful in the online learning platforms

A9: DASHBOARD SUBGROUP MATH

Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages (English Learners -70.9 vs. -68.6, and Students with Disabilities -133.3 vs. -119.4)

School leadership shared the following strategies to improve Math achievement:

- The school uses a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were attending in person
- Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need
- The school administers interim assessments on a quarterly basis to ensure teachers have standards-based data on how students are currently performing so that they can analyze and appropriately respond to student learning needs
- The school leadership regularly reviews Teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support

Corrective Action Required

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

Notes:

The charter school was identified as a "low-performing" charter school based on the state's published annual list; therefore, receiving a rating of "1" in this category.

Rate of "**At Risk**" ELs in comparison to the state average – Higher (11.1% vs. 5.7%)

Rate of "**LTELs**" in comparison to the state average – Lower (6.7% vs. 8.9%)

Camino Nuevo Elementary School 3's reclassification criteria are as follows:



Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.
<i>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.</i>	

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
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Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is green	<input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow	<input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3)
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange	<input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:		
<ul style="list-style-type: none">California School Dashboard Schoolwide CCI data (CDE)		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard CCI color is green	<input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input type="checkbox"/> The schoolwide Dashboard CCI color is yellow	<input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange	
	<input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard	
	<input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:		
<ul style="list-style-type: none">California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green	<input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow	<input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange	
	<input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard	
	<input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
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Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> N/A - No assessment of performance for this indicator	

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> N/A - No assessment of performance for this indicator	

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12**) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
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A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies 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"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “ At Risk ” ELs in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “ LTELs ” in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4)



***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Perfor man	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	<input type="checkbox"/> "Verified Data"/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



	<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school’s renewal petition with the following academic benchmarks:

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

- The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.

Met - The schools 2019-2020 reclassification rate at 15.8% is equal to the Resident Schools Median (District Average) at 15.8%.
Please see above A11 to see how the school is addressing the English Learners reclassification.

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in ELA schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.



No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
Please see above A1 to see how the school is addressing the schoolwide ELA achievement.

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:		Sources of Evidence
<ul style="list-style-type: none"><input checked="" type="checkbox"/> General Information<input checked="" type="checkbox"/> Stakeholder Engagement<input checked="" type="checkbox"/> In-Person Instructional Offerings<ul style="list-style-type: none">Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes:<ul style="list-style-type: none">Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss<ul style="list-style-type: none">Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students		<ul style="list-style-type: none"><input checked="" type="checkbox"/> Learning Continuity 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	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES The school has a well-developed developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none">• Comprehensive Health, Safety, and Emergency Preparedness Plan for each campus, including emergency team roles and assignments, evacuation route maps, and emergency procedures• CNCA COVID 19 Visitor Policy and Procedures• Reopening Protocols for K-12Schools-AppendixT1CNES3• Completion of Training Courses for Child Abuse, Blood Borne Pathogens and Suicide prevention• Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 <p>O3: STANDARDS–BASED INSTRUCTION The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none">• The school provided scope and sequence (K-5), distance learning pacing plans (ELA) and lesson plans for Math• The school uses both whole group instruction and small groups accompanied with the use of exemplars, visual aids, google docs or manipulatives. Visual supports include the use of slide decks, an Elmo, videos and instructional apps such as pear deck, Jamboard and Kahoot• Teachers build in opportunities for student-student discourse, such as assigning small group research projects and creating opportunities for small group discussions.• Teachers use data collected from student work and assessments to create small groups and plan instruction that targets identified areas of need• Virtual classroom observations provided examples of guided practice, discussion strategies, and checking for understanding <p>O8: PROFESSIONAL DEVELOPMENT 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. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none">• The schools’ professional development has focused on a sequential approach to set students up for success with online distance learning• The school provide teachers training to build their skills in leveraging online learning tools such as G-Suite, google classroom, Zoom chat features, jamboard, and PearDeck, in the virtual space	



- This learning focus has included a commitment to accelerated learning in which teachers focus on teaching toward grade level standards and provide just in time supports to address pre-requisite learning skills and scaffolds that enable students to be successful with grade level content.
- Teaches engaged in backwards planning toward the schools' standards based interim assessments, and alignment of the core content to the criteria on the benchmark assessments
- The school leadership regularly reviews Teacher lesson plans, conducts classroom observations, and every teacher has a designated coach that provides feedback and support
- The school conducts weekly Special Education team meetings for the K-5 and 6-8 teams

Areas Noted for Further Growth and/or Improvement**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- The schoolwide Dashboard ELA Indicator color is **yellow**
- The schoolwide Dashboard Math Indicator color is **yellow**
- None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in ELA
- None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math
- The schoolwide Dashboard Chronic Absenteeism Indicator color is **orange**

In light of these results, and to support improved academic achievement, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

Corrective Action Required

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

Notes:

None



***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- 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 in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10)
	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b)
	<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Evacuation route maps (B3.1b)
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input type="checkbox"/> Documentation of emergency drills and training (B3.1c)
		<input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b)
		<input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g)
		<input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f)
		<input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4)
		<input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4)
		<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> ("ESSA Grid") (B3A.1)
		<input type="checkbox"/> Virtual classroom observation
		<input checked="" type="checkbox"/> Visitor's Policy (B3.1a)
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2***The school has a system in place to ensure that:*

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	
	<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3****The school has:**

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS<input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS<input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS<input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only<input type="checkbox"/> WASC documentation (B3.3d)<input type="checkbox"/> UC Doorways course approval documentation (B3.3e)<input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i)<input checked="" type="checkbox"/> Professional development documentation (B3.4b)<input checked="" type="checkbox"/> Virtual classroom observation<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*****The school:***

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis<input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis<input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (B3.4b)<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j)<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j)<input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6)<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6)<input checked="" type="checkbox"/> Virtual Classroom observation<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b)
	<input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter (B3.3k)
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Virtual classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6*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 highly 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"/> Parent-Student Handbook(s) (B1.10)
	<input checked="" 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"/> Professional development documentation (B3.4b)
	<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 checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j)
	<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 checked="" type="checkbox"/> Self-Review Checklist (B3.4a)
		<input type="checkbox"/> Other special education documentation (B3.4a)
		<input checked="" type="checkbox"/> Consultation with Charter Operated Programs office
		<input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a)
		<input checked="" type="checkbox"/> Virtual classroom observation
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, 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 subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

- 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 fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input 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 (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b)<input type="checkbox"/> Interview of teachers and/or other staff<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9***The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:***

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources



Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10)
	<input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> LCAP (B3.3b)
	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d)
	<input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d)
		<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d)
		<input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d)
		<input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d)
		<input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d)
		<input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4d)
		<input type="checkbox"/> Interview of stakeholders
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website	
	<input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website	
	<input type="checkbox"/> 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	

**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

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
- the school complies with all applicable legal requirements

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	
	<input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	
	<input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

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 employed in a teaching position during the 2019–20 school year are on track to 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 identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <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 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 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
	Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable): N/A	



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/4/2021**

Location Code:	2157	Charter #:	1212
School Name:	Camino Nuevo Elementary School 3	CDS Code:	1964733 0122564
FY Start Date:	2010-11		

2157	2017-2018					2018-2019					2019-2020				
Camino Nuevo Elementary School 3	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		904,775	740,486	2,523,398	2,523,397		0	1,751,500	2,482,111	2,482,110		2,105,391	2,198,341	2,986,330	2,918,361
Current Assets		4,650,618	4,355,751	5,860,231	3,132,525		0	5,573,568	3,218,968	3,218,967		3,117,286	3,183,927	4,185,044	4,117,075
Fixed and Other Assets		719,144	759,188	476,607	3,205,474		0	772,067	711,573	711,572		623,624	652,657	698,961	698,959
Total Assets		5,369,762	5,114,938	6,336,838	6,337,999		0	6,345,635	3,930,541	3,930,539		3,740,910	3,836,584	4,884,005	4,816,034
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		298,969	200,120	512,699	547,055		0	274,960	600,839	600,837		339,011	362,179	890,890	828,260
Other Long Term Liabilities		51,262	51,262	33,195	0		0	33,195	0	0		27,132	27,132	5,340	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		350,231	251,382	545,894	547,055		0	308,155	600,839	600,837		366,143	389,311	896,230	828,260
Net Assets		5,019,531	4,863,556	5,790,944	5,790,944		6,079,797	6,037,480	3,329,702	3,329,702		3,374,767	3,447,273	3,987,775	3,987,774
Total Revenues	9,405,707	10,077,810	10,141,327	10,349,778	10,349,776	10,550,520	10,509,967	10,607,490	10,565,983	10,565,983	10,744,889	9,973,560	10,042,415	9,991,551	9,991,550
Total Expenditures	9,211,647	10,898,954	11,118,443	10,399,509	9,606,165	10,156,967	10,221,114	10,360,954	13,027,225	13,027,225	10,620,859	9,928,495	9,924,844	9,333,478	9,333,478
Net Income / (Loss)	194,060	(821,144)	(977,116)	(49,731)	743,611	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072
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	(793,339)	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	194,060	(821,144)	(977,116)	(49,731)	(49,728)	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072
Net Assets, Beginning	5,795,195	5,840,675	5,840,675	5,840,675	5,840,672	4,974,679	5,790,944	5,790,944	5,790,944	5,790,944	6,037,480	3,329,702	3,329,702	3,329,702	3,329,702
Adj. for restatement / Prior Yr Adj	0	0	(3)	0	0	0	0	0	0	0	144,042	0	0	0	0
Net Assets, Beginning, Adjusted	5,795,195	5,840,675	5,840,672	5,840,675	5,840,672	4,974,679	5,790,944	5,790,944	5,790,944	5,790,944	6,181,522	3,329,702	3,329,702	3,329,702	3,329,702
Net Assets, End	5,989,254	5,019,531	4,863,556	5,790,944	5,790,944	5,368,232	6,079,797	6,037,480	3,329,702	3,329,702	6,305,552	3,374,767	3,447,273	3,987,775	3,987,774

2157	Audited Financials					2020-2021				
Camino Nuevo Elementary School 3	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,673,377	2,523,397	2,482,110	2,918,361	0		3,064,028	0	0	0
Current Assets	3,209,022	3,132,525	3,218,967	4,117,075	0		5,591,525	0	0	0
Fixed and Other Assets	3,084,681	3,205,474	711,572	698,959	0		607,126	0	0	0
Total Assets	6,293,703	6,337,999	3,930,539	4,816,034	0		6,198,651	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	453,031	547,055	600,837	828,260	0		739,133	0	0	0
Other Long Term Liabilities	0	0	0	0	0		5,339	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	453,031	547,055	600,837	828,260	0		744,472	0	0	0
Net Assets	5,840,672	5,790,944	3,329,702	3,987,774	0		5,454,179	0	0	0
Total Revenues	9,411,264	10,349,776	10,565,983	9,991,550	0	9,280,156	10,943,366	0	0	0
Total Expenditures	8,931,513	9,606,165	13,027,225	9,333,478	0	8,829,082	9,476,962	0	0	0
Net Income / (Loss)	479,751	743,611	(2,461,242)	658,072	0	451,074	1,466,404	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	(793,339)	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	479,751	(49,728)	(2,461,242)	658,072	0	451,074	1,466,404	0	0	0
Net Assets, Beginning	5,360,921	5,840,672	5,790,944	3,329,702	0	3,447,273	3,987,775	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	164,220	0	0	0	0
Net Assets, Beginning, Adjusted	5,360,921	5,840,672	5,790,944	3,329,702	0	3,611,493	3,987,775	0	0	0
Net Assets, End	5,840,672	5,790,944	3,329,702	3,987,774	0	4,062,567	5,454,179	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>Camino Nuevo Elementary School 3's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$3,987,774 and net income of \$658,072. The 2020-2021 First Interim report projected positive net assets of \$5,454,178 and net income of \$1,466,404.</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2020, CNCA3 is one of six schools operated by CNCA. All six CNCA charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$81,647,426 and net income of \$1,722,991. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA3 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2020, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Fifth Amendment for Limited Services of July 1, 2020, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$734,495 as Base Compensation and \$163,500 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2019. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school.</p>	4

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	\$5,840,672	\$5,790,944	\$3,329,702	\$3,987,774	\$5,454,178
Net Income/Loss	\$479,751	\$743,611	(\$2,461,242)**	\$658,072	\$1,466,404
Transfers In/Out	\$0	(\$793,339)*	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*The \$793,339 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA3 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under Item 31 in the Notes section below.

**The \$2,461,242 net loss in the school's 2018-2019 Unaudited Actuals was primarily due to the forgiveness of a \$2.72 million loan associated with CNCA3's Eisner Campus (in relation to a refinancing transaction). See further details regarding CNCA3's original loan and this refinancing transaction under item 30 in the Notes section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices)

1. **Late Payments to Vendors:**

Based on the CSD's review of the school's check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 34 checks, 21 credit card transactions, and 7 bank transactions were selected for further review. The CSD noted that 3 of the



34 checks reviewed referenced invoices that were paid late (including one invoice that referenced late fees and finance charges). The items in question are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	1028537M	7/15/2020	6/05/2020	Advanced Pure Water Solutions	\$ 121.34	405695LF202004 Late Fee Charge \$20 405695LF202005 Late Fee Charge \$20
2	1028440	4/05/2020	6/30/2020	Advanced Pure Water Solutions	\$ 81.34	405695LF202003 Late Fee Charge \$20
3	1030053	7/31/2020	7/15/2020	Pitney Bowes (Purchase Power)	\$ 701.90	"Late fees \$29.99; Over limit fee \$39.00 and Finance charges \$6.20."
				Total	\$904.58	

In response to the CSD's observations above, CNCA's Chief Financial Officer (CFO) explained that two of the items noted above (i.e., Item # 1 and Item # 2) were paid late as a result of USPS delay in delivery of the invoices due to the COVID-19 pandemic. Upon notice of the lack of invoices, the Office Manager of Camino Nuevo Charter High (Miramar)(CNCH1) reached out to the Accounts Receivable of Advanced Pure Water Solutions and was able to receive invoices via email. According to CNCA, this Office Manager received two months of billings that were late. CNCH1's Office Manager processed the payment upon receipt of the invoices, and has since received all invoices via email as a way to prevent delivery issues with USPS.

In response to late fees relating to Item #3 above, the CSD was advised that, on 6/29/2020, CNCA's CFO communicated via email to the School Operations Manager and Interim Principal of Camino Nuevo Charter Academy #3 (CNCA3) Castellanos that the school's Pitney Bowes invoice submitted for processing reflected late fees. Additionally, the CNCA CFO provided the school team with guidance regarding best practices to prevent late payments. Due to COVID-19 and changes in office hours for USPS delivery times, the School Operations Manager worked with vendors to shift to paperless billing (from regular mail to email). However, several Pitney Bowes invoices were missed and not entered into the system timely for the invoices to be received through email.

Additionally, in response to the over-limit and finance fees relating to Item #3 above, CNCA's CFO explained that during the month of May 2020, the school's postage demand increased, and CNCA3's School Operations Manager attempted to increase the credit limit, but was unsuccessful until mid-June 2020. Due to that delay, an overage fee and late fee were placed on the account. To reduce the risk of



missed or late invoices, CNCA3's School Operations Manager has implemented a weekly invoice check-in with the School Principal to ensure that all invoices are reviewed in a timely manner. CNCA3's School Operations Manager has scheduled meetings with the CNCA CFO and other CNCA School Operations Managers to discuss challenges and share best practices.

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

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. 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:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of CNCA3 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$2,918,361 and total expenditures equal \$9,333,478. Therefore, the school's cash reserve level is 31.27%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. A copy of the sole statutory member's (PN-EDG) by-laws and its articles of incorporation were provided.
15. Reviewed the following 34 checks and electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Bank Account Name Ending in X7830: 1028578M, 1027399, 1028537M, 1028440, 1028537, 1028581M, 1027174, 1030124, 1027133, 1028587, 1030039, 1028543M, 1028543, 1028544, 1026659, 1028659M, 1027036, 1027690, 1026807, 1030187, 1028520, 1030053, 1030202, 1026863, 1026740, 1027250, 1027211, 1030381, 1028403, 1030280, 1030306, 1027618, 1028109, 1030279.
 - b. Reviewed 7 debit transactions (Bank Account Name Ending in X7830 for the months of May 2020 through October 2020 for sample testing. Transaction descriptions are: (1) Date: 05/04/2020, Amount: \$1,001,152.31; (2) Date: 5/4/2020, Amount: \$501.22; (3) Date: 6/30/2020 Amount: \$1,265.02; (4) Date: 6/30/2020, Amount: \$319.90; (5) Date: 8/28/2020, Amount: \$578.08; (6) Date: 10/28/2020, Amount: \$442.49; (7) Date: 10/30/2020, Amount: \$163,500.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Executive Director)



- b. American Express Credit Card Ending in X1163 (Preschool Director)
 - c. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - d. American Express Credit Card Ending in X2427 (Director of Facilities)
 - e. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - f. American Express Credit Card Ending in X2005 (Governing Board Member)
 - g. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - h. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - i. American Express Credit Card Ending in X1460 (Chief Financial Officer)
 - j. American Express Credit Card Ending in X1528 (Director of Development)
 - k. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - l. American Express Credit Card Ending in X1544 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - m. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - n. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - o. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - p. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - q. American Express Credit Card Ending in X1338 (School Principal, Camino Nuevo Charter High #1 Miramar)
 - r. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020, June 2020, August 2020 and October 2020 for sample testing. No discrepancies were noted.
- a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter Academy 4 and Camino Nuevo Charter Academy via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Oversight for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Oversight for Parents are posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$657,000. The school's critical needs financing includes board approved requests of \$250,000, \$150,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively; (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; and (d) Proposition 55 Funding Agreement for Camino Nuevo Charter



Academy #2 executed on April 25, 2011. In support of the financing arrangements identified in a, b, c and d above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 25(a) and 25(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
27. Pursuant to AB 1871, a signed written statement that indicates that CNCA3 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed three legal actions items that might have a material impact on the financial liability of the organization below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020 CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - b. Camino Nuevo Elementary School 3 Claim: On September 2, 2020, LAUSD received a claim for a damages for one of Camino Nuevo Elementary School 3's students. Although CNCA has not been named as a defendant on this claim, it has been in communication with the parent in an attempt to resolve any pending issues.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On 9/9/2020, CNCA issued payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. CNCA is currently seeking a resolution on this matter with the LAUSD Facilities Division.
29. The 2019-2020 audited and unaudited actuals nearly mirror each other.
30. CNCA3's 2018-2019 unaudited actuals projected a net loss of **(\$2,461,242)** for Fiscal Year 2018-2019. According to the email communications that the CSD received from PN-EDG's CFO in September 2019, this loss was primarily attributed to the forgiveness of a \$2.72 million loan (a one-time expense) owed to CNCA by ExED 9 Investment Fund, LLC, pertaining to a New Markets Tax Credit [NMTC] refinancing transaction resulting in amended terms to the school's lease (which would result in CNCA3 lowering its monthly rent from \$20,333 to \$18,244). Based on the documentation provided by PN-EDG, this loan forgiveness was supported by resolutions approved by CNCA's Board of Directors on June 17, 2019.

CNCA's 2017-2018 independent audit report disclosed: "In June 2012, in partnership with CNCA, [Grupo Nuevo Los Angeles (GNLA)] acquired property by obtaining long-term financing through the federal NMTC program. CNCA loaned \$3,233,613 to ExED 9 Investment Fund LLC (ExED LLC). ExED LLC combined the proceeds from the loan with other investor funds to make qualified low-income community investments pursuant to NMTC laws." Per CNCA's audits, to facilitate the transaction, GNLA formed Fifteenth and Ardmore, LLC (Ardmore, LLC) and Fifteenth and Ardmore Investments, LLC (Investments, LLC). GNLA is the sole member of Ardmore, LLC and Ardmore, LLC was the sole member of Investments, LLC. PN-EDG, after its incorporation, became the parent entity of GNLA. Per PN-EDG, in June 2019, Ardmore LLC acquired Investments, LLC as part of the NMTC unwind agreement.



Further, PN-EDG's CFO provided the following background regarding CNCA3's facilities: "The CNCA #3 charter operates two campuses: Jose Castellanos Campus and Jane B. Eisner Campus. The Castellanos campus is a Public School Choice (PSC) campus and owned by LAUSD. The Eisner Campus is leased by CNCA. The Eisner Campus construction was originally financed via a 7-year [NMTC] financing structure by [Investments LLC]." In addition, PN-EDG's CFO explained that the original \$3.2M leverage loan was "established via a private philanthropic capital campaign effort to maximize the amount of New Markets Tax Credits available under the financing structure... The leverage loan was comprised of contributions from private donors and the historic tax credit and was a component of the financing structure to maximize the tax credit allocation." Since the term of the NMTC structure was seven years and during the unwind of this structure in June 2019, PN-EDG's COF stated that "it was determined to forgive the loan balance as the contributions were received for the campus project and would not be used for any other reason." As such, CNCA forgave the \$2,728,867 remaining balance of the original \$3.2MM leverage Loan. According to PN-ED's CFO and the journal entries furnished to the CSD, CNCA3 recorded the capital campaign contributions and the historical NMTC as Local Revenue, Grants or Fundraising (restricted in nature) in Fiscal Years 2011-2012 and 2012-2013. CNCA3 recorded the \$3.2 million loan to the Eisner Campus financing structure as an amount Due From Others on the school's balance sheet. As a result of the NMTC structure being dissolved in June 2019, CNCA3 recorded the forgiveness of the \$2.72 million loan as a one-time expense on CNCA3's books, resulting in a net loss of (\$2,461,242) for Fiscal Year 2018-2019. PN-EDG provided documentation confirming that CNCA3 consulted with its contracted audit firm (Clifton Larsen Allen LLP) to ensure that the school's accounting treatment for this transaction complies with Generally Accepted Accounting Principles (GAAP).

31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision petitions submitted by the six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCA3's pro-rata share of this one-time asset transfer was \$395,784.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo Charter High (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG



includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan is only one example, “the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements.” Per the email communication from PN-EDG to the CSD on March 21, 2019, PN-EDG stated that the CNCA and PN-EDG governing boards had not authorized any transfers from the PN-EDG Opportunity Reserves Fund during 2018-2019.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA’s governing board meeting minutes dated November 12, 2019 and PN-EDG’s governing board meeting minutes dated November 19, 2019), due to CNCH1’s lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a “Critical Needs Request” of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNCH1. CNCH1’s reported 2019-2020 Norm Enrollment declared 262 students, which is 24 fewer students than the school’s 2018-2019 Norm Enrollment figure of 286 students, which represents a 8% reduction [or 38 fewer students than the school’s projected enrollment figure of 290 students reflected in CNCH1’s June 1, 2019 five-year budget plan, which represents a 13% variance]. Similar to the aforementioned \$250,000 loan to CNCH1, the additional \$125,000 loan to CNCH1 is also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNCH1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNCH1 in order to maintain essential services. According to the justification submitted to the CNCA Board, CNCH1 applied for the critical needs request in order to ensure equity in program offering and safe operations of the school building. The purpose of these funds was to bridge the gap in funding generated from a shortfall in the school’s enrollment of 33 students. Without this funding, CNCH1 was projecting a funding shortfall and it would have been difficult to guarantee a safe and charter compliant program. Per the budget year 2020-2021 justification indicated that estimated repayment would depend on enrollment outcome earliest date to ensure operating reserves projections were not less than 5%.

Furthermore, as part of Camino Nuevo Elementary School #3’s (CNCA3) NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3’s 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG’s Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG’s CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG’s CFO stated: “The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined.” As of January 31, 2021, the account balance was \$1,630,311 and there have been no account activities except for interest earned during Fiscal Year 2020-2021. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3’s Eisner Campus in the future through oversight.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/4/2021

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 has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><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 audits show no material weaknesses, deficiencies and/or findings;4. All vendors and staff are paid in a timely manner;5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;7. Governing board adopts the annual budget;8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;10. There is no apparent conflict of interest;11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><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 audit shows no material weaknesses, deficiencies and/or findings;4. Vendors and staff are paid in a timely manner;5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;7. Governing board adopts the annual budget;8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;10. There is no apparent conflict of interest;11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
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An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Fiscal policies and procedures manual

An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Fiscal policies and procedures manual



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>



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

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

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

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

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

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



<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">1. A new school is one that does not have an independent audit on file with the Charter Schools Division;2. The cash balance at the beginning of the school year is positive;3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;5. Interim reports and unaudited actuals project:<ol style="list-style-type: none">a. Positive net assetsb. Expenses less than revenuesc. Projected expenses and revenues have no significant variance from budget6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>



<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.	<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.