



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

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. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



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 Charter¹:			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 181		
708	889					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 20.4%		
TK-8	TK-8					
Norm Enrollment Number:		710				
Total Number of Staff Members:	97	Certificated:	44	Classified:	53	
Charter School's Leadership Team Members:		Jay Laughlin – Principal, Lindsey Rojas, AP; Yessica Romero, AP; Berenice Mendoza, AP; Yesenia Rivas-Hernandez, Family Services Coordinator				
Charter School's Contact for Special Education:		Lindsey Rojas, AP; Darius Fequiere, Director of Special Education		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines		
Other School/CSD Team Members:	Esperanza Bacilio,					
Oversight Visit Date(s):	March 3, 2022		Fiscal Review Date (if different):			
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	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	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A		COO/TCO Approved Grade Levels and Occupancy Loads:		PSC, K-8	

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



SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	4

**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 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
4	
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’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:	
<ul style="list-style-type: none">• The Governing Board bylaws are current and were amended on November 10, 2020• The current roster of Board members (9), and the school’s website includes an email address to contact the Board• School council(s) are in place as evidenced by the following documentation:<ul style="list-style-type: none">○ ELAC meeting agenda & minutes (11/17/2021, and 5/3/2022)○ Agenda items included the following:<ul style="list-style-type: none">▪ ELAC Purpose and Details▪ Elections▪ Needs assessment survey▪ Review ELPAC, SBAC, & CAST Assessment Results▪ Review Reclassification process and criteria○ SBC Meeting Agenda, & minutes (10/12/2021, 1/25/2022 and 1/27/2022)○ Agenda items included the following:<ul style="list-style-type: none">▪ Overview/function of SBC▪ SBC election of Officers▪ School academic data review▪ Culmination and Promotion/ Retention Updates▪ Parent Involvement Policy▪ Covid School Safety Update▪ Safety Plan review▪ Student Academic Data• An evaluation system for school leaders that includes the following criteria:<ul style="list-style-type: none">○ 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:

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, 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 Board-On-Track 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.

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) - 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
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, 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's executive level leadership<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's executive level leadership<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<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 leadership. (B1.7)<input checked="" type="checkbox"/> Discussion with leadership<input type="checkbox"/> Other: (Specify)

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

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the 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 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 E.C. 47604.1

Rubric		Sources of Evidence
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"/> Compliance with E.C. 47604.1 (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)

**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter 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 procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b)<input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11)<input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12)<input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)<input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other 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, including but not limited to: (B1.4)<input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)<input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)<input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)<input checked="" type="checkbox"/> Attendance rate<input checked="" type="checkbox"/> Internal assessment data<input checked="" type="checkbox"/> Enrollment data<input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)<input checked="" type="checkbox"/> Board meeting calendar (B1.5)<input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a)<input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b)<input type="checkbox"/> Observation of Governing Board meeting<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Stakeholder focus group<input type="checkbox"/> Other: (Specify)

**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

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

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

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input 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 Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle 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> <u>Areas Noted for Further Growth and/or Improvement</u> A11: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate lower than the state average (4.7% vs. 6.9%) School leadership shared the following strategies to improve English Learner reclassification: <ul style="list-style-type: none">• The school is implementing a new ELA curriculum - ARC Core<ul style="list-style-type: none">○ The curriculum embeds small group instruction that targets student learning based on individual student readiness levels○ The school is implementing the curriculum across Tk-2, with TA support in all classrooms○ In grades 3-5, the school is leveraging intervention teacher support and also building small group instructional systems so that the most EL students are able to have small group instruction in addition to whole group instruction through ARC for E/SLA• The school is providing ELPAC professional development for teachers to clarify the criteria for student success• The school's intervention model is designed to support at risk students, including ELLs• The school has increased the frequency of ELD instruction <u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.	



Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

Reclassification criteria:

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.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.**

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - 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; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - 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; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - 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
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

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

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red<input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard<input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - 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	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red<input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - 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	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red<input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard<input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> 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 - 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, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (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 checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SUBGROUP MATH - 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, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
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 checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - 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 Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input 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 checked="" 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"/> Not Available - The school did not have any English Learners<input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Reclassification report (CDE)<input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)<input checked="" 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<ul style="list-style-type: none"><input type="checkbox"/> Higher<input type="checkbox"/> Same<input checked="" type="checkbox"/> Lower(Additional info within "Notes" section above)<input checked="" type="checkbox"/> Rate of "LTEs" in comparison to the state average<ul style="list-style-type: none"><input type="checkbox"/> Higher<input type="checkbox"/> Same<input checked="" type="checkbox"/> Lower(Additional info within "Notes" section above)

**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
2. iReady by Curriculum Associates (Math)	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
3. [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

The charter school disaggregated student performance data for the subgroups: ☒ Yes ☐ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
 At the beginning of the year, teachers were trained on the iReady platform and learned how to administer a diagnostic in order to determine important instructional areas and skills students need support with or are ready to learn. The protocols used to administer iReady were similar to the protocols used when administering state assessments. Prior to testing day, we make sure all computers are compatible and meet the system requirements in order for students to be able to take the assessments. We also provide teachers with all materials they will need such as headphones, scratch paper, pencils, student usernames and passwords, and a testing schedule. Teachers prepare the students by setting expectations and having classroom discussions about the test. The test is framed in a way that is not intimidating but rather an assessment that will inform teachers of the areas where students need more support. They emphasize the importance of taking their time and trying their best.

During the test, teachers and proctors actively supervise students by walking around the room to make sure students are on task and focused. They support general technology questions and refrain from supporting content. If a student is done early, they engage in a quiet activity assigned by the teacher until all students are done taking the assessment. After the test, teachers check for completion. A makeup schedule is provided for students who did not finish the assessment or were absent. Once teachers analyze and create next steps, they share the results with students and families.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
☒ Yes ☐ No

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No

The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (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.

Not Met - The schools 2019-2020 reclassification rate at 4.7% is equal to the Resident Schools Median (District Average) at 5.4%.



Plases 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 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:		Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables		<input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS		RATING*
Summary of School Performance		3
<u>Areas of Demonstrated Strength and/or Progress</u>		
01: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES		
The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:		
<ul style="list-style-type: none">• A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site• Comprehensive Health, Safety, and Emergency Preparedness Plan for each campus, including emergency team roles and assignments, evacuation route maps, and emergency procedures and drills• CNCA COVID 19 Visitor Policy and Procedures• Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (2/23/2022)• Documentation of student immunizations and health screenings per applicable law and terms of the charter• Student ID cards contain the phone number of the National Suicide Prevention• Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767		
03: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM		
The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review, and interviews with school leaders, the school provided the following evidence:		
<ul style="list-style-type: none">• The school provides a grade-level, standards-based curriculum (Spanish/ELA - ARC; Science - STEMScopes (4-8); Math - Bridges (K-5) and CPM (6-8); ELD - Systematic ELD• The school has focused on establishing and sustaining a safe and supportive culture for learning, establishing expectations for how students engage in learning (whole group learning expectations of one voice at a time in class discussion, volume levels for independent and partner work that allow all students to successfully engage in tasks), and progressive and restorative discipline system• Classroom observations provided examples of communication of objectives, task alignment to objectives, and questioning (depth of knowledge, DOK)• The school uses the iReady platform to collect student assessment data, to plan instruction that targets identified areas of need• Teachers are provided training on the iReady platform, learning how to administer diagnostic assessments, in order to determine important instructional areas and skills where students need support		

**O7: PROFESSIONAL DEVELOPMENT**

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. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Summer professional development (July 29- August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- The school provides weekly professional development sessions that include the following:
 - Positive Climate and Culture
 - Principles of UDL (Universal Design for Learning) with culturally and community responsive teaching
 - Teacher iReady platform training to learn how to administer a diagnostic assessment to determine instructional areas and skills for support
 - Developing a growth mindset
 - Restorative circles

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 school reclassifies English Learners at a rate lower than the state average (4.7% vs. 6.9%)

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

O5: SPECIAL EDUCATION

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

- At the time of the visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that ‘Twenty eight IEP’s were overdue



- Welligent 300 report revealed five records in tier 6, three records in tier 5 and eleven records in tier 4

On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Elementary School 3 a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Corrective Action Required

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

Notes:

On June 3, 2022 the Charter Schools Division issued Camino Nuevo Elementary School 3 a Notice to Cure related to Special Education compliance and service tracking. At the time of issuing this report, the organization is responding to the Notice as requested and the CSD through ongoing oversight will monitor the progress of this Notice.

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(**Note:** for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations



- Documentation of health screenings 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)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a)<input checked="" type="checkbox"/> Student immunization (B3.2b)<input checked="" type="checkbox"/> Health screening (B3.2b)<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b)<input checked="" type="checkbox"/> Evacuation route maps (B3.1b)<input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e)<input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f)<input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g)<input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f)<input checked="" type="checkbox"/> Site/classroom observation<input checked="" type="checkbox"/> Visitor's Policy (B3.1a)<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c)<input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b)<input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5)<input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5)<input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5)<input checked="" type="checkbox"/> Epi-pen and training (B3.2c)<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1)<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

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

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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k)<input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only<input type="checkbox"/> WASC accreditation (B3.3d)<input type="checkbox"/> UC Doorways course approval documentation (B3.3e)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input checked="" type="checkbox"/> 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 - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

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

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"/> Standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i)<input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)<input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)<input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee<input checked="" type="checkbox"/> Classroom observation<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

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

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

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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><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 type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a)<input checked="" type="checkbox"/> Self-Review Checklist (B3.4a)<input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i)<input checked="" type="checkbox"/> Consultation with Charter Operated Programs office<input checked="" type="checkbox"/> Other special education documentation (B3.4a)<input checked="" type="checkbox"/> Classroom observation<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> MOU Non-LAUSD SELPA<input type="checkbox"/> Other: (Specify)

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6***The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with 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
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a 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) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****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 checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c)<input checked="" type="checkbox"/> Professional development training materials (B3.4c)<input checked="" type="checkbox"/> System to assess professional development needs (B3.4c)<input type="checkbox"/> Interview of teachers and/or other staff<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- 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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d)<input checked="" type="checkbox"/> Stakeholder consultation (B3.4d)<input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d)<input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d)<input checked="" type="checkbox"/> School website (B3.4e)<input type="checkbox"/> Stakeholder focus group<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

The school's documents that are available both manually and electronically 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
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- 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, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

*** Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<input checked="" 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:
	<input 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 checked="" type="checkbox"/> LCAP
	<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 checked="" type="checkbox"/> UCP Procedure and Forms
	<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	<input checked="" type="checkbox"/> Complaint Procedure and Forms
		<input checked="" type="checkbox"/> Title IX Information
		<input checked="" type="checkbox"/> Suicide Prevention and Awareness
		<input type="checkbox"/> Financial Audit
		<input checked="" type="checkbox"/> Student Demographics
		<input checked="" type="checkbox"/> Student Achievement Information
		<input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)
		<input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)
		<input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)
		<input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)
		<input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)
		<input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)
		<input checked="" type="checkbox"/> School website (B3.4e)
		<input type="checkbox"/> Other: (Specify)

**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f)<input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f)<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a)<input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements<input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process<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, B3A.3, and B3A.4)<input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b)<input checked="" type="checkbox"/> Vendor certifications (B3A.6)<input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7)<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

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

N/A



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

Location Code: 2157
 School Name: Camino Nuevo Elementary School 3
 FY Start Date: 2010-11

Charter #: 1212
 CDS Code: 1964733 0122564

2157	2018-2019					2019-2020					2020-2021				
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		0	1,751,500	2,482,111	2,482,110		2,105,391	2,198,341	2,986,330	2,918,361		3,064,028	3,038,485	4,033,132	4,033,132
Current Assets		0	5,573,568	3,218,968	3,218,967		3,117,286	3,183,927	4,185,044	4,117,075		5,591,525	5,578,189	5,699,961	5,699,960
Fixed and Other Assets		0	772,067	711,573	711,572		623,624	652,657	698,961	698,959		607,126	749,864	870,944	870,946
Total Assets		0	6,345,635	3,930,541	3,930,539		3,740,910	3,836,584	4,884,005	4,816,034		6,198,651	6,328,053	6,570,905	6,570,906
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	274,960	600,839	600,837		339,011	362,179	890,890	828,260		739,133	1,002,135	777,328	813,152
Other Long Term Liabilities		0	33,195	0	0		27,132	27,132	5,340	0		5,339	5,339	35,825	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	308,155	600,839	600,837		366,143	389,311	896,230	828,260		744,472	1,007,474	813,153	813,152
Net Assets		6,079,797	6,037,480	3,329,702	3,329,702		3,374,767	3,447,273	3,987,775	3,987,774		5,454,179	5,320,579	5,757,752	5,757,754
Total Revenues	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	9,280,156	10,943,366	10,936,549	11,245,318	11,245,316
Total Expenditures	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	8,829,082	9,476,962	9,603,745	9,475,341	9,475,336
Net Income / (Loss)	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980
Net Assets, Beginning	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	3,447,273	3,987,775	3,987,775	3,987,775	3,987,774
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	144,042	0	0	0	0	164,220	0	0	0	0
Net Assets, Beginning, Adjusted	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	3,611,493	3,987,775	3,987,775	3,987,775	3,987,774
Net Assets, End	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	4,062,567	5,454,179	5,320,579	5,757,752	5,757,754

2157	Audited Financials					2021-2022				
Camino Nuevo Elementary School 3	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,523,397	2,482,110	2,918,361	4,033,132	0		3,899,207	0	0	0
Current Assets	3,132,525	3,218,967	4,117,075	5,699,960	0		5,416,682	0	0	0
Fixed and Other Assets	3,205,474	711,572	698,959	870,946	0		749,462	0	0	0
Total Assets	6,337,999	3,930,539	4,816,034	6,570,906	0		6,166,144	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	547,055	600,837	828,260	813,152	0		682,291	0	0	0
Other Long Term Liabilities	0	0	0	0	0		35,825	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	547,055	600,837	828,260	813,152	0		718,116	0	0	0
Net Assets	5,790,944	3,329,702	3,987,774	5,757,754	0		5,448,028	0	0	0
Total Revenues	10,349,776	10,565,983	9,991,550	11,245,316	0	10,877,826	12,178,627	0	0	0
Total Expenditures	9,606,165	13,027,225	9,333,478	9,475,336	0	10,616,723	12,488,351	0	0	0
Net Income / (Loss)	743,611	(2,461,242)	658,072	1,769,980	0	261,103	(309,724)	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	(793,339)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(49,728)	(2,461,242)	658,072	1,769,980	0	261,103	(309,724)	0	0	0
Net Assets, Beginning	5,840,672	5,790,944	3,329,702	3,987,774	0	5,320,579	5,757,752	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	296,059	0	0	0	0
Net Assets, Beginning, Adjusted	5,840,672	5,790,944	3,329,702	3,987,774	0	5,616,638	5,757,752	0	0	0
Net Assets, End	5,790,944	3,329,702	3,987,774	5,757,754	0	5,877,741	5,448,028	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo Elementary School 3's (CNCA3) fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$5,757,754 and net income of \$1,769,980. The 2021-2022 First Interim report projected positive net assets of \$5,448,030 and a net loss of (\$309,724).</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCA3 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. 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, 2021, 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 Sixth Amendment for Limited Services of July 1, 2021, "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 \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. 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>	

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

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$5,790,944	\$3,329,702	\$3,987,774	\$5,757,754	\$5,448,030
Net Income/Loss	\$743,611	(\$2,461,242)**	\$658,072	\$1,769,980	(\$309,724)***
Transfers In/Out	(\$793,339)*	\$0	\$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 32** in the **Notes** section below.

** The net loss of (\$2,461,242) reported in the Fiscal Year 2018-2019 independent audit report 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 31** in the **Notes** section below.

*** See **Item 33** 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 Fees and/or Finance Charges:**

Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."



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, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.

2. Inaccurate Billing Rates and Overpayment to Vendors:

Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of \$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

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, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of 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 2021-2022 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 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$5,757,754 and total expenditures equal \$9,475,336. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 60.77%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 579.87 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$4,033,132 and total expenditures equal \$9,475,336. Therefore, the school's cash reserve level is 42.56%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. 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, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 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.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 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 High School 2 and Camino Nuevo Charter Elementary School 3 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., 2020-2021) 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 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is 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 \$632,000 (consisting of board approved requests of \$250,000, \$125,000 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; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e 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 24(a) and 24(b)) under Item 32 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 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated 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 two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement 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 continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - 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 September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCA3's reported Norm Enrollment was 793, 788, 764, 746, and 710 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 5, 24, 18, and 36 students in Fiscal Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. This represents an accumulated decrease of 83 students or 11% in the last 4 years.

Camino Nuevo Elementary School 3's Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	100	90	87	76	72
1	85	87	78	74	70



2	85	79	87	79	69
3	85	90	76	87	73
4	82	83	84	78	87
5	81	83	83	87	77
6	89	93	90	82	86
7	93	91	91	92	84
8	93	92	88	91	92
Total Enrollment	793	788	764	746	710
Increase/(Decrease) in Enrollment from Prior Year	12	(5)	(24)	(18)	(36)

In response to the CSD's observations regarding the school's declining Norm Enrollment since Fiscal Year 2017-2018 per the historical Norm Enrollment data, CNCA stated: "Camino Nuevo Academy (CNCA) has hired an Enrollment Manager to lead strategic enrollment management for the network. CNCA sustainably recruits new students through various tactics as part of these efforts." CNCA indicated three strategies: 1) removing any barriers to applying by creating access points, 2) having an integrated marketing approach, increasing online presence and strategic communication touchpoints, and 3) fostering and developing relationships with feeder schools and community partnerships. The CSD will continue to monitor the school's student enrollment through oversight.

31. CNCA3's 2018-2019 independent audit report reported 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 then-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 then-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 then-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-EDG’s then-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).

32. 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 requests submitted by the then-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 \$793,339.

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 CNHS1 (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 was 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 CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

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 CNHS1’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 CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was 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 CNHS1.

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 CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA’s back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1’s closeout audit, which is included in CNCA’s 2020-2021 annual independent audit, “all assets remaining after the satisfaction of liabilities and dispositions (or return) have been transferred to [CNCH2],” including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.

Furthermore, as part of CNCA3’s 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 then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG’s then-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, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. 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.

33. Per CNCA, the net loss of (\$309,724) reflected in the school’s 2021-2022 First Interim report is primarily due to the COVID-19 pandemic-related impacts to the school’s expenses and ADA.

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 of 1-4]

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</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, once prior to each charter renewal term;6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;7. Governing board adopts the annual budget;8. Governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;13. The LCAP is submitted to the appropriate agencies;	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</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, once prior to each charter renewal 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 reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;13. The LCAP is submitted to the appropriate agencies;
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*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

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 or submitted 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 by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

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 or submitted 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, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

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, once prior to each charter renewal 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 school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP 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, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

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

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

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

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

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

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



<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. 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 significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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

6. As a practice, the governing board reviews and approves 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 school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: 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.

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

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

Note: 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.

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