



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2022-2023 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 continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



<b>Charter School Name:</b>		<b>CAMINO NUEVO ELEMENTARY SCHOOL 3</b>			<b>Location Code:</b>	<b>2157</b>
<b>Current Address:</b>			<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>
2755 W. 15th St. 1723 W. Cordova St.			Los Angeles	90006 90007	(323) 358-2030 (323) 730-7160	(323) 732-1439 (323) 737-5726
<b>Current Term of Charter<sup>1</sup>:</b>				<b>LAUSD Board District:</b>	<b>LAUSD Region:</b>	
July 1, 2020 to June 30, 2025				1 and 5	West and South	
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>			<b>-158</b>	
728	889					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>			<b>-17.80%</b>	
TK-8th	TK-8th					
<b>Norm Enrollment Number:</b>	731					
<b>Total Number of Staff Members:</b>	95	<b>Certificated:</b>	43	<b>Classified:</b>	52	
<b>Charter School's Leadership Team Members:</b>		Castellanos Campus: Berenice Mendoza – Principal in Residence, Claudia Castillo – Assistant Principal of Instruction, Diana Pena – Assistant Principal of Student Supports, Wendy Lobos – School Operations Manager Eisner Campus: Yesica Shah – Assistant Principal of Instruction and Lead Admin, Samantha Guzman – Assistant Principal of Student Supports, Jenifer Gutierrez – School Operation Manager Both Sites, Jay Laughlin – Principal, Shayna Parson – Special Education Compliance Coordinator, Yesenia Rivas – Student and Family Services Coordinator				
<b>Charter School's Contact for Special Education:</b>		Darius Fequiere – CNCA Director of Special Education, Shayna Parson – Special Education Compliance Coordinator		<b>SELPA &amp; Option:</b>	LAUSD Option 3	
<b>CSD Assigned Administrator:</b>		Brenda Martinez		<b>CSD Fiscal Services Manager:</b>	Andrea Ines	
<b>Other School/CSD Team Members:</b>		Katrina Blackwell				
<b>Oversight Visit Date(s):</b>		May 17, 2023		<b>Fiscal Review Date (if different):</b>	NA	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>			K-5: Yes, PSC 6-8: No		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	NA
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>			NA		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	PSC K-8

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



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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

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

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G2: BROWN ACT:</b> The Governing Board complies with all material provisions of the Brown Act  Evidence from the documents provided as well as website review included the following:</p> <ul style="list-style-type: none"> <li>• Governing Board holds regular meetings; agendas and minutes can be found on website</li> <li>• Board Meeting Dates for this academic school year are as follows July 12, 2022, August 16, 2022, September 13, 2022, October 11, 2022, November 15, 2022, December 13, 2022, January 17, 2023, February 21, 2023, April 12, 2023, May 9, 2023, June 20, 2023</li> <li>• Board Minutes are clear and detailed</li> <li>• Board received Brown Act Training on January 17, 2023 and February 21, 2023</li> <li>• Topics covered at Board Meetings included, LCAP Mid-Year Update, Financial Reports, Academic Calendars, Budget Update, Enrollment Updates, Staff Retention, A-G program improvement</li> </ul> <p><b>G3: DUE PROCESS:</b> 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  Evidence from the documents provided as well as website review included the following:</p> <ul style="list-style-type: none"> <li>• Uniform Complaint Procedures policy and form are evident in the Family Handbook found on the school’s website which is in both Spanish and English</li> <li>• Formal Complaint Procedures also found in the Family Handbook</li> <li>• Student Discipline Policy, Attendance Procedures, Student Wellness Policy also evident in Family Handbook</li> <li>• Employee Handbook evident which includes information on Human Resources as well as employee grievances and discipline</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u>  None</p> <p><u>Corrective Action Required</u>  None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:  None</p>	
<p><b>*NOTE:</b> A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).</p>	



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

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

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

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



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

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

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

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



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

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" 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 systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

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



<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: <b>(B1.14a)</b> <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 <b>(B1.5)</b> <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b> <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14b)</b> <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) <b>(B1.14c)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> <li>• The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> <li>• If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).</li> </ul>	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</li> <li><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</li> <li><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</li> </ul> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></li> <li><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other financial information submitted by the school</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul>



**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
<b>Performance</b>	<input checked="" type="checkbox"/> The school <b>consistently adheres</b> 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 <b>generally adheres</b> 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 <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> 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 ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> <li>The schoolwide Dashboard Suspension Rate Indicator Status is “Medium” at 1.5% of students suspended at least once in the 2021-2022 school year, which is lower than the State at 3.1%.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> <li>The schoolwide Dashboard ELA Indicator Status Level is “Low” with a Distance from Standard (DFS) of -43.6, which is lower than the State’s DFS of -12.2.</li> </ul> <p>Per school leadership, strategies being implemented to improve student outcomes include the following:</p> <ul style="list-style-type: none"> <li>School has dedicated professional learning spaces and resources toward improving teacher knowledge and implementation of ELA curriculum</li> <li>Building capacity of teachers to deeply engage all learners</li> <li>Professional Development to refine implementation of Everybody Writes, Turn and Talk, and Whole Group Cold Call with No Opt Out</li> <li>The school will increase opportunities for teachers to collaborate around best practices and learn from each other</li> </ul> <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> <li>The schoolwide Dashboard Math Indicator Status Level is “Low” with a Distance from Standard (DFS) of -85.7, which is lower than the State’s DFS of -51.7.</li> </ul> <p>Per school leadership, strategies being implemented to improve student outcomes include the following:</p> <ul style="list-style-type: none"> <li>For 2022-2023 school year, school has transitioned to implementing i-Ready Classroom Mathematics (RCM) in 6th and 7th grade</li> <li>School has taken steps to address student engagement</li> </ul>	

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

- The schoolwide Dashboard English Learner Progress Indicator Status Level is “Medium” with 47.7% of students making progress towards English language proficiency which is below the State at 50.3%.

Per school leadership, supports being implemented include:

- School is implementing ELD intervention for students
- Students receive targeted intervention through a blended learning model
- Students do a combination of online ELD learning using the Lexia program which adapts to their individual needs based on a pre-assessment
- Small group intervention tailored to meet student needs based off of the Lexia assessment
- Students use Lexia online platform and individualized lessons in small groups
- Supports for after school Intervention teachers include, 2 hours of prep per cohort, Mandatory biweekly Professional Development
- Family meetings for families of students in intervention

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

- The schoolwide Dashboard Chronic Absenteeism Rate Indicator Status is “Very High” with 52.0% of students who were absent 10 percent or more in the 2021-2022 school year, which is higher than the State at 30.0%.

Per school leadership, supports being implemented include:

- Attendance incentive campaigns were launched
- A cross-functional team meets on a weekly basis to discuss attendance and they work to identify how to provide support to families to remove any barriers to regular attendance
- Chronically absent students’ families receive a series of letters prior to a Student Attendance Review Team (SART) meeting
- Families receive information on the importance of regular attendance at Site Based Council (SBC) and Cafecitos

**A8: DASHBOARD STUDENT GROUP ELA**

- Three of the numerically significant student groups (English Learner, Socioeconomically Disadvantaged, and Students with Disabilities) have “Status/DFS” scores below the statewide DFS:
  - English Learner – Status “Low”/ DFS -63.1, which is lower than the State’s DFS of -61.2
  - Socioeconomically Disadvantaged – Status “Low”/ DFS -43.4, which is lower than the State’s DFS of -41.4
  - Students with Disabilities – Status “Very Low”/ DFS -130.9, which is lower than the State’s DFS of -97.3

Per school leadership, supports being implemented include:

- School has embedded an English Language Arts (ELA) intervention period for students during the school day, labeled ELA Support, where they are able to have an additional period with their ELA teacher in order to get small group guided instruction and additional support with meeting the demands of standards
- School will continue to build teacher capacity around small group instruction, while also dedicating time and support for teachers to backwards plan for their grade level and standards-aligned ELA units from the language arts curriculum
- They are working on refining multi-tiered systems of support that target student subgroups



- Students participate in ELA skills building during the school day, including English Language Development (ELD), Learning Center, and ELA Support Classes

**A9: DASHBOARD STUDENT GROUP MATH**

- None of the numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) have “Status/DFS” scores above the statewide DFS:
  - English Learner – Status “Very Low”/ DFS -98.5, which is lower than the State’s DFS of -92.0
  - Latino – Status “Low”/ DFS -85.7, which is lower than the State’s DFS of -83.4
  - Socioeconomically Disadvantaged – Status “Low”/ DFS -86.1, which is lower than the State’s DFS of -84.0
  - Students with Disabilities – Status “Very Low”/ DFS -154.2, which is lower than the State’s DFS of -130.8

Per school leadership, supports being implemented include:

- The school is refining multi-tiered systems of support that target student subgroups
- They are addressing needs for students by ensuring tier 1 instruction is effective
- Professional learning practices around implementing standards-based grade level content and intellectual engagement strategies that apply to all students and their needs
- Students are identified to receive math intervention after school to supplement the instruction they are receiving during the school day
- School has ensured students have laptops at home so they can engage in their personalized learning path with i-Ready

Corrective Action Required

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

Notes:

**Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.**

**A11:** As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.



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

Grades K-2

- English Language Proficiency Assessment
  - Summative ELPAC Overall performance level of 4.
- Basic Skills Assessment
  - Reads on grade-level on the IRLA, as per the assessment’s scoring guide OR
  - Lexile level falls within “meets college and career readiness” band or better OR
  - i-Ready Diagnostic placement of “Early On Grade Level” or better
- Teacher Evaluation
  - ELA progress report grade of 3 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

Grades 3-8

- English Language Proficiency Assessment
  - Summative ELPAC Overall performance level of 4.
- Basic Skills Assessment
  - IRLA Reading level is no more than one year below grade level OR
  - Lexile level falls within the “approaching college and career readiness” band or better OR
  - i-Ready Diagnostic placement of “One Grade Level Below” or better OR
  - Scores a minimum of level 3 overall on ELA SBAC
- Teacher Evaluation
  - ELA progress report grade of 2 or better, 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.

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

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

**Camino Nuevo Elementary #3** was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for **Students with Disabilities, Two or More Races** that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.





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

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

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

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

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



**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

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

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

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



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

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

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

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



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

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

**A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8**

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



**A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9**

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

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

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



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

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

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

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school’s self-reported data and will not be scored.**

**Academic Progress Indicator(s) for the 2021-2022 School Year:**

Academic Progress Indicator: CAASPP (ELA)	Grade Levels: 3 <sup>rd</sup> – 8 <sup>th</sup>	Assessment Administration: Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: CAASPP (Math)	Grade Levels: 3 <sup>rd</sup> – 8 <sup>th</sup>	Assessment Administration: Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: iReady by Curriculum Associates Reading	Grade Levels: 3 <sup>rd</sup> – 8 <sup>th</sup>	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.



1.  The charter school disaggregated student performance data for the following student groups: English Learners, Students with Disabilities, Lation, Economically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

**Postsecondary Outcomes (high school only):**

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

NA

Notes:  
None

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

Per Board of Education Report 102-19/20 October 15, 2019:

1. 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.
  - Status: In Progress; no update due to 2021/2022 reclassification data still in process
2. 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.
  - Status: No update due to only one year of SBAC data and therefore no assigned performance color. Specialist will monitor targeted benchmark area as part of oversight.



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

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





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES:</b> The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Some evidence from the documents provided as well as interviews with school staff and leadership included the following:</p> <ul style="list-style-type: none"> <li>• A visitors policy evident</li> <li>• A certificate of occupancy granted by the City of Los Angeles</li> <li>• Emergency response list for 2022-2023</li> <li>• School Safety Plan</li> <li>• Student ID with National Suicide Prevention Lifeline</li> <li>• Board Approved Suicide Prevention Policy</li> <li>• Health Screening Documented</li> </ul> <p><b>O2: HEALTH AND SAFETY TRAINING AND PREPARATION:</b> 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</p> <ul style="list-style-type: none"> <li>• EPI Pen evident on campus; training held on 2/23/23 for 6 staff</li> <li>• Emergency Drills for 2022-2023 <ul style="list-style-type: none"> <li>○ Earthquake 8/25/22, 2/16/23</li> <li>○ Fire 9/22/22, 1/19/23</li> <li>○ Lockdown</li> <li>○ Armed Assault 10/20/22, 12/8/22, 6/8/23</li> <li>○ Loss or Failure of Utilities 11/17/22, 5/18/23</li> <li>○ Bomb Threat 4/27/23</li> </ul> </li> <li>• School demonstrated evidence of required staff trainings <ul style="list-style-type: none"> <li>○ Suicide Prevention</li> <li>○ Child Abuse Mandated Reporter</li> <li>○ Bloodborne Pathogens</li> </ul> </li> </ul>	



Areas Noted for Further Growth and/or Improvement

**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.

- Welligent report 200 around the time of visit showed 4 overdue IEPs; school shared rationale regarding overdue IEPs
- Welligent report 300 showed 14 IEPs that reflect tiers 4, 5 and 6; school shared rationale regarding services needing to be met
- School has a full-time Special Education Compliance Coordinator (SECC) that monitors compliance in collaboration with the leadership team, IEP clerk, and Special Education team at Camino Nuevo’s central office
- Bi-weekly meetings with the central office special education team to review all topics related to compliance
- Weekly Inclusion Meetings
- Special Education Professional Development include:
  - Special Education in ELA & Math
  - Special Education Compliance, Master Calendars, 200 report, 300 report
  - Resource Specialist Teacher/Case Manager best practices, IEP quality control assurance
  - Writing goals, Present Level of Performance, Accommodations/Modifications/Interventions
  - Co-teaching Models & Co-planning with general education teachers
  - Goalbook Toolkit & Goalbook Pathways trainings
  - Behavior Protocol & Expectations, Behavior Intervention Plans

Corrective Action Required

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

Notes:

None

**\*NOTE:**

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



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

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

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

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



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

*The school has a system in place to ensure:*

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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input 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	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1g)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.1i)</b> <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.1j)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:</i></p> <ul style="list-style-type: none"> <li>• Implementing key features of the educational program described in the charter</li> <li>• 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</li> <li>• Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills</li> <li>• Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments</li> <li>• Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter</li> <li>• Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><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. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter.</li> <li><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (<b>B3.2i, B3.2j, B3.2k</b>)</li> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (<b>B3.2a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.2b</b>)</li> <li><input checked="" type="checkbox"/> Technology readiness to administer CAASPP assessments (<b>B3.2c</b>) (<b>new schools only</b>)</li> <li><input checked="" type="checkbox"/> WASC accreditation (<b>B3.2d</b>)</li> <li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.2e</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.3c</b>)</li> <li><input checked="" type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (<b>B3.2g</b>)</li> <li><input checked="" type="checkbox"/> Mathematics Placement Assessment (school serving 9<sup>th</sup> graders) (<b>B3.2m</b>)</li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• 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)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Documentation of intervention and support for all students <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Master Plan for English Learners <b>(B3.2i)</b></li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B3.2k)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

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



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

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>Align with 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</li> <li>Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>Minimize discretionary suspensions and expulsions</li> <li>Reduce or eliminate suspension disproportionality for student groups</li> <li>Minimize chronic absenteeism for all students and student groups</li> <li>Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <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 <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.3b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.3b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Professional development training materials <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.3e)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> <li>• Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution</li> <li>• UCP and all complaint procedures</li> <li>• Title IX information is available in applicable languages as required by law</li> <li>• Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students</li> <li>• Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance</li> <li>• 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</li> <li>• 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</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (<b>high schools only</b>)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



Performance

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

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



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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff <b>(B3.3f)</b> <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 who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><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</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Staff roster <b>(B3A.1b)</b></li> <li><input checked="" type="checkbox"/> School master schedule <b>(B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

None



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/17/2023

2157	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Camino Nuevo Elementary School 3 (Eisner)</b>															
Cash and Cash Equivalents		2,105,391	2,198,341	2,986,330	2,918,361		3,064,028	3,038,485	4,033,132	4,033,132		3,899,207	4,615,483	5,021,993	4,935,449
Current Assets		3,117,286	3,183,927	4,185,044	4,117,075		5,591,525	5,578,189	5,699,961	5,699,960		5,416,682	5,800,975	6,607,260	6,608,058
Fixed and Other Assets		623,624	652,657	698,961	698,959		607,126	749,864	870,944	870,946		749,462	750,839	818,869	818,870
<b>Total Assets</b>		<b>3,740,910</b>	<b>3,836,584</b>	<b>4,884,005</b>	<b>4,816,034</b>		<b>6,198,651</b>	<b>6,328,053</b>	<b>6,570,905</b>	<b>6,570,906</b>		<b>6,166,144</b>	<b>6,551,814</b>	<b>7,426,129</b>	<b>7,426,928</b>
<b>Deferred Outflows of Resources</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Current Liabilities		339,011	362,179	890,890	828,260		739,133	1,002,135	777,328	813,152		682,291	860,225	1,665,391	1,658,470
Other Long Term Liabilities		27,132	27,132	5,340	0		5,339	5,339	35,825	0		35,825	35,825	50,712	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>366,143</b>	<b>389,311</b>	<b>896,230</b>	<b>828,260</b>		<b>744,472</b>	<b>1,007,474</b>	<b>813,153</b>	<b>813,152</b>		<b>718,116</b>	<b>896,050</b>	<b>1,716,103</b>	<b>1,658,470</b>
<b>Deferred Inflows of Resources</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>		<b>3,374,767</b>	<b>3,447,273</b>	<b>3,987,775</b>	<b>3,987,774</b>		<b>5,454,179</b>	<b>5,320,579</b>	<b>5,757,752</b>	<b>5,757,754</b>		<b>5,448,028</b>	<b>5,655,764</b>	<b>5,710,026</b>	<b>5,768,458</b>
Total Revenues	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	10,877,826	12,178,627	12,146,148	11,904,366	12,049,341
Total Expenditures	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	10,616,723	12,488,351	12,248,136	11,952,092	12,038,637
<b>Net Income / (Loss)</b>	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980	261,103	(309,724)	(101,988)	(47,726)	10,704
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980	261,103	(309,724)	(101,988)	(47,726)	10,704
Net Assets, Beginning	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	5,320,579	5,757,752	5,757,752	5,757,752	5,757,754
Adj. for restatement / Prior Yr Adj	144,042	0	0	0	0	164,220	0	0	0	0	296,059	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	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	5,616,638	5,757,752	5,757,752	5,757,752	5,757,754
<b>Net Assets, End</b>	<b>6,305,552</b>	<b>3,374,767</b>	<b>3,447,273</b>	<b>3,987,775</b>	<b>3,987,774</b>	<b>4,062,567</b>	<b>5,454,179</b>	<b>5,320,579</b>	<b>5,757,752</b>	<b>5,757,754</b>	<b>5,877,741</b>	<b>5,448,028</b>	<b>5,655,764</b>	<b>5,710,026</b>	<b>5,768,458</b>
Unrestricted Net Assets		3,373,184	3,445,690	3,987,775	3,987,774		5,454,179	5,320,579	5,757,752	5,757,754		5,448,028	750,840	5,710,026	5,768,458
Restricted Net Assets		1,583	1,583	0	0		0	0	0	0		0	4,904,924	0	0

2157	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Camino Nuevo Elementary School 3 (Eisner)</b>										
Cash and Cash Equivalents	2,482,110	2,918,361	4,033,132	4,935,449	0		5,412,622	5,583,285	0	0
Current Assets	3,218,967	4,117,075	5,699,960	6,608,058	0		7,175,425	7,255,396	0	0
Fixed and Other Assets	711,572	698,959	870,946	818,870	0		960,134	1,200,217	0	0
<b>Total Assets</b>	<b>3,930,539</b>	<b>4,816,034</b>	<b>6,570,906</b>	<b>7,426,928</b>	<b>0</b>		<b>8,135,559</b>	<b>8,455,613</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Current Liabilities	600,837	828,260	813,152	1,658,470	0		1,836,440	2,361,437	0	0
Other Long Term Liabilities	0	0	0	0	0		50,712	50,712	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>600,837</b>	<b>828,260</b>	<b>813,152</b>	<b>1,658,470</b>	<b>0</b>		<b>1,887,152</b>	<b>2,412,149</b>	<b>0</b>	<b>0</b>
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>3,329,702</b>	<b>3,987,774</b>	<b>5,757,754</b>	<b>5,768,458</b>	<b>0</b>		<b>6,248,406</b>	<b>6,043,464</b>	<b>0</b>	<b>0</b>
Total Revenues	10,565,983	9,991,550	11,245,316	12,049,341	0	11,914,860	13,242,873	13,221,928	0	0
Total Expenditures	13,027,225	9,333,478	9,475,336	12,038,637	0	11,769,598	12,762,924	12,946,921	0	0
<b>Net Income / (Loss)</b>	<b>(2,461,242)</b>	<b>658,072</b>	<b>1,769,980</b>	<b>10,704</b>	<b>0</b>	<b>145,262</b>	<b>479,949</b>	<b>275,007</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>(2,461,242)</b>	<b>658,072</b>	<b>1,769,980</b>	<b>10,704</b>	<b>0</b>	<b>145,262</b>	<b>479,949</b>	<b>275,007</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	5,790,944	3,329,702	3,987,774	5,757,754	0	5,655,763	5,710,026	5,710,026	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	81,364	58,431	58,431	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>5,790,944</b>	<b>3,329,702</b>	<b>3,987,774</b>	<b>5,757,754</b>	<b>0</b>	<b>5,737,127</b>	<b>5,768,457</b>	<b>5,768,457</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>3,329,702</b>	<b>3,987,774</b>	<b>5,757,754</b>	<b>5,768,458</b>	<b>0</b>	<b>5,882,389</b>	<b>6,248,406</b>	<b>6,043,464</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	3,229,144	3,987,774	5,757,754	5,768,458	0		5,288,272	6,043,464	0	0
Restricted Net Assets	100,558	0	0	0	0		960,134	0	0	0



**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

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

Camino Nuevo Elementary School 3's (CNCA3) fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$5,768,458 and net income of \$10,704. The 2022-2023 Second Interim projected positive net assets of \$6,043,465 and net income of \$275,007.

According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2022, CNCA3 is one of five schools operated by CNCA, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA had six schools in operation prior to June 30, 2021, including Camino Nuevo Charter High 1 (CNHS1) (also authorized by LAUSD), which closed effective June 30, 2021. CNCA, its related entities, and its charter schools reported positive net assets of \$45,450,455 and a net loss of **(\$322,334)**. Per CNCA's 2021-2022 audit report, the **(\$322,334)** net loss is primarily attributed to the net loss reported for Camino Nuevo Charter Academy 2 (CNCA2). CNCA, without its related entities and its charter schools, reported negative net assets of **(\$71,868)** and net income of \$0. The CNCA Home Office's net loss of **(\$71,868)** is carried forward from Fiscal Year 2017-2018, primarily due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under **Item 27** in the **Notes II** 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, 2022, 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.

Per the Seventh Amendment for Limited Services of July 1, 2022, "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 \$1,442,584 as Base Compensation, \$62,500 as Expanded Learning Opportunities Program (ELOP) Compensation, and \$199,244. as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2022. 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."





**Financial Highlights**

	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
<b>Camino Nuevo Elementary School 3</b>					
Net Assets	\$3,329,702	\$3,987,774	\$5,757,754	\$5,768,458	\$6,043,465
Net Income / (Loss)	(\$2,461,242)*	\$658,072	\$1,769,980	\$10,704	\$275,007
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,482,110	\$2,918,361	\$4,033,132	\$4,935,449	\$5,583,285
Unrestricted Net Assets	\$3,229,144	\$3,987,774	\$5,757,754	\$5,768,458	\$6,043,465
Norm Enrollment Reported by the School	788	764	746	710	731
	FINANCIAL RATIO ANALYSIS				
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	19.05%	31.27%	42.56%	41.00%	43.12%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	24.79%	42.73%	60.77%	47.92%	46.68%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	535.75%	497.08%	700.97%	398.44%	307.24%



<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	15.29%	17.20%	12.38%	22.33%	28.53%
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\* 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 loan was comprised of contributions from private donors and the historic tax credit and was a component of the financing structure to maximize the tax credit allocation.” Since the term of the NMTC structure was seven years and during the unwind of this structure in June 2019, PN-EDG’s COF stated that “it was determined to forgive the loan balance as the contributions were received for the campus project and would not be used for any other reason.” As such, CNCA forgave the \$2,728,867 remaining balance of the original \$3.2MM leverage loan. According to PN-ED’s 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 the U.S. Generally Accepted Accounting Principles (GAAP).

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

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



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

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from CNCA (including bank statements, bank reconciliations, credit card statements, and check registers) for the five CNCA charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these CNCA charter schools, to assess overall compliance with CNCA’s *Fiscal Policies and Procedures* (FPP, approved by CNCA governing Board on 11/9/2021). Any areas noted for further growth and/or improvement relating to CNCA’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific CNCA school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each CNCA charter school.

**1. CNCA’ 2021-2022 Independent Audit Report noted the following finding regarding State Compliance:**

*“2022-001 Expanded Learning Opportunities ELO-G (40000 State Compliance)*

*Camino Nuevo Charter Academy – Burlington (CNCA#1) - #0293*

*Camino Nuevo Academy #2 – Kanye Siart (CNCA#2) - #1231*

*Camino Nuevo Elementary #3 – Jose A. Castellanos/Jane B. Eisner (CNCA #3) - #1212*

*Camino Nuevo Charter Academy #4 – Sandra Cisneros Learning Academy (CNCA #4) - #1334*

*Camino Nuevo High #2 – Danzell Lance High School (CNHS #2) - #1540*

**Criteria:** *The governing board of CNCA was required to adopt on or before June 1, 2021, in a public meeting, a plan describing how the apportioned ELO-G funds would be used in accordance with Education Code section 43522 and submit the plan within 5 days of adoption pursuant to subdivision (e) of Education Code section 43522.*

**Condition:** *During ELO-G testing, it was noted that the spending plan was approved by the board on June 1, 2021 and was submitted to its chartering authority on August 8, 2022. The submission date was not within 5 days of adoption of the spending plan.*

**Effect:** *CNCA is not in compliance with subdivision (e) of Education Code section 43522.*

**Cause:** *The Board of Directors of Camino Nuevo Charter Academy approved the ELO-G plans for all Camino Nuevo schools on June 1, 2021 prior to the state required deadline. However, it did not come to CNCA’s attention that these plans were also required to be submitted to our authorizer until August of 2022.*

**Questioned costs:** *N/A*



**Repeat Finding:** *This is not a repeat finding.*

**Corrective Action Plan:** *At this time, CNCA promptly complied, sending all plans to LAUSD Charter Schools Division representative, [name redacted], on August 9, 2022. CNCA will be closely monitoring the CDE details for new funding more closely to avoid this oversight in the future.”*

This finding did not result in questioned costs, and, as of the issuance date of this Annual Performance-Based Oversight Visit Report, CNCA has resolved the finding by taking the aforementioned corrective action. The CSD will continue to monitor this issue through oversight, including reviewing CNCA’s 2022-2023 independent audit report.

**2. Bank Reconciliations Not Reviewed/Approved Timely:**

Based on the CSD’s review of the bank reconciliation reports for the months of March 2022 to August 2022, the CSD noted the bank reconciliation reports lacked evidence of timely preparation, review, or approvals. A summary of the reports in questions is provided below.

Account Number Ending	Monthly Bank Statement Ending Date	Reconciliation Report Preparation and Approval Deadline	Actual Reconciliation Report Preparation Date	# of Days Reconciliation Report Late	Actual Date Reconciliation Report Approved and Signed	# of Days Reconciliation Approval Late
X7830	4/30/2022	5/31/2022	5/31/2022	not late	6/8/2022	6
X7830	6/30/2022	7/31/2022	9/2/2022	33	9/2/2022	33
X7830	7/31/2022	8/31/2022	7/31/2022	not late	10/6/2022	36
X7830	8/31/2022	9/30/2022	8/31/2022	not late	11/4/2022	35
X8941	4/30/2022	5/31/2022	5/16/2022	not late	6/6/2022	6
X8941	6/30/2022	7/31/2022	6/23/2022	not late	8/31/2022	31
X8941	7/31/2022	8/31/2022	7/31/2022	not late	10/6/2022	36
X8941	8/31/2022	9/30/2022	8/31/2022	not late	11/4/2022	35
X6837	4/30/2022	5/31/2022	5/16/2022	not late	6/6/2022	6
X6837	6/30/2022	7/31/2022	6/23/2022	not late	8/31/2022	31
X6837	7/31/2022	8/31/2022	7/31/2022	not late	10/6/2022	36
X6837	8/31/2022	9/30/2022	8/31/2022	not late	11/4/2022	35

Page 1: Bank Reconciliations of CNCA FPP states:

**“Policy: Bank reconciliation and approval will occur on a monthly basis.**



Procedures:

- The ExED\* Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.
- ***The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.***

\*ExED or current back office provider in the event of a change in service  
***(Emphasis added.)***

In response to the CSD’s observations above, CNCA stated that bank reconciliations are usually done on a monthly basis. CNCA explained that the April 2022 bank reconciliation was completed timely, and that even though the approval was 6 days late, there was continuous communication amongst the team on the completion of the reconciliation. Regarding the June 2022 reconciliation, CNCA indicated that the delay was due to the hold harmless provision which caused the need to enter final entries in the accounting system. This out-of-the-norm situation, which, according to CNCA, was a year-end communication request by the California Department of Education, created a domino effect of delay for the July 2022 and August 2022 bank reconciliations. CNCA added that the bank activity is monitored via cash positions to ensure no fraudulent or unknown transactions exist. ExED further stated: “All entries reflected in the bank statement[s] are monitored and entered timely. The ExED team does a “soft” bank [reconciliation] where they confirm there are no variances to the statement. However, the bank [reconciliations] are usually not finalized until the month’s financial close is complete, as some reclasses reflect a \$0 cash entry. These entries are particular to CNCA as a CMO [Charter Management Organization] because all Camino charters share the same operating account. From now on, ExED will [conduct bank reconciliation on] the accounts once all entries reflected in the bank statement are reconciled. Any \$0 entries will be cleared in the following month’s bank reconciliation. This will allow for more timely reconciliations.”

Nonetheless, the CSD recommends that CNCA ensure that all bank reconciliation reports are prepared accurately, reviewed, and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval process performed by the school or its back office service provider.

**3. Late Fees and/or Finance Charges:**

Based on the CSD’s review of a sample of CNCA schools’ check registers and related supporting documentation for the period spanning from November 2021 through October 2022, a sample of 22 checks were selected for further review. The CSD noted two checks provided by CNCA referenced late fees and finance charges. These late fees and finance charges, as reflected on the invoices, are summarized below.

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	P012555	Athens Services	2/18/2022	\$59.68	\$59.68	Late fees at Camino Nuevo Charter Academy 1 (CNCA1)



2	P023409	Pitney Bowes Purchase Power	7/29/2022	\$40.13	\$38.87	Late fees of \$29.99 and finance charge of \$8.88 at CNCA1
3	P025662	Pitney Bowes Purchase Power	9/2/2022	\$37.84	\$37.84	Late fees of \$29.99 and finance charge of \$7.85 at CNCA1
			<b>TOTAL</b>	<b>\$137.65</b>	<b>\$136.39</b>	

In response to the CSD’s observations above regarding Athens Services, CNCA stated: “SOM [School Operations Manager] has created an online account to download invoices and receive them in a timely manner. SOM will also message accounting team including Principal for any urgent requests to avoid any further delays in payment process.”

In response to the CSD’s observations above regarding Pitney Bowes Purchase Power, CNCA stated: “Pitney Bowes charges separately for the equipment lease and the line of credit required to purchase postage. We instructed staff to begin paying Pitney Bowes with AMEX due to the vendor having no grace period. Even when the invoices were processed upon receipt, the delivery was still being missed, sometimes by 1 day. There was a significant delay from the vendor in closing out the postage side of the billing in order to allow AMEX payment.”

The CSD recommends that the school continue to 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.

**4. Purchases (Lack of Board Approval):**

Based on the CSD’s review of a sample of the CNCA schools’ check registers and related supporting documentation for the period spanning from November 2021 through October 2022, a sample of 22 checks were selected for further review. The CSD noted a check from CNCA2’s check register (Check # P029766, in the amount of \$39,870.00, dated 10/28/2022, and made payable to The Achievement Network, LTD), with a contract agreement valued at \$150,000, lacked evidence of required governing board approvals as per CNCA’s FPPs. Other participating CNCA schools with an agreement with this vendor are CNCA1, CNCA3, and Camino Nuevo Charter Academy 4 (CNCA4).

Page 11 of CNCA’s FPP states: “The Governing Board must approve any contract over \$100,000.”

In response to the CSD’s observations above, CNCA stated: “Individual school maximums were below the \$100,000 threshold and therefore not brought to the Board for approval. Moving forward officers approving will look at the overall final total versus the breakout totals so that agreements reach board approval due to its total reaching \$100,000 total threshold.” On April 25, 2023, CNCA provided a copy of the 2/21/2023 board meeting minutes with evidence that the CNCA Board subsequently approved The Achievement Network’s contract agreement.

The CSD recommends that CNCA strictly adhere to its written policies pertaining to threshold amounts and approvals referenced above. Furthermore, the CSD recommends that CNCA’s governing board, its leadership team, and key employees responsible for managing the day-to-day fiscal operations of the



CNCA schools be provided adequate and ongoing training to ensure their familiarity and conformity with CNCA’s governing board-approved fiscal policies and procedures.

**5. Cash Handling Practices:**

Based on CSD’s review of a sample of CNCA’s bank transactions for the months of March 2022 through August 2022, the CSD noted that CNCA’s board-approved FPP regarding cash receipt and deposit processes do not clearly define a reasonable frequency and dollar threshold for cash/check deposits. The sampled deposits which seemed to have been deposited untimely are summarized below.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2022	6/14/2022	Credit Desktop Check Deposit	\$252,331.91	The CSD noted 3 checks dated 5/17/2022 that were electronically deposited on 6/14/2022.
2	August 2022	8/30/2022	Credit Desktop Check Deposit	\$348,842.70	The CSD noted 2 checks dated 6/20/2022 and 6/23/3033 that were electronically deposited on 8/30/2022.

Pages 5-7: Revenue & Accounts Receivable of CNCA’s FPP states:

**Cash Receipts**

“**Policy:** Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

**Procedures:**

- For each fundraising or other event in which cash or checks will be collected, the Chief Executive Officer, VP of Finance and Business Services, or Site Principals will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Office Manager immediately.
- The Office Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application box.
- ***The office manager will immediately put the funds in the secure Drop Safe used for Armored services weekly pick-up.***
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.



- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- ***Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.***
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

### Deposits

***Policy: The Home Support Office Manager or designee is responsible for making bank deposits.***

### Procedures:

- The Office Manager will restrictively endorse each check received (e.g. For Deposit Only Camino Nuevo Charter Academy).
- The Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The Chief Executive Officer, VP of Finance and Business Services, or Site Principals will review and approve the deposit packet.
- The Office Manager will provide the deposit packet to the Home Support Office.
- ***The Home Support Office Manager or designee will make the deposit via the Wells Fargo remote Desktop Deposit System and attach the deposit receipt to a copy of the deposit packet that includes scanned pdf images of the checks deposited.***
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application box.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.”

***(Emphasis added.)***

Per segregation of duties (SOD) interview with CNCA school staff members, it was explained that there are two different deposit processes – one for cash and another for checks. According to CNCA, cash is picked-up and deposited by an armored service on a weekly basis, while checks are collected and deposited by a CNCA Home Support office designee. Although CNCA’s current FPP is silent about the frequency of deposits for checks, per the CSD’s SOD interview with CNCA Home Office leaders, it was stated that checks are endeavored to be deposited monthly.

In response to the CSD’s observations above, CNCA stated: “The staff member responsible for deposits did not submit the deposit in a timely manner. This employee is no longer with CNCA.”

The CSD shared information with CNCA leaders the guidelines from Chapter 5 (“Cash Receipts and Deposits” section, beginning with page 80) of the 2022-23 Fiscal Crisis & Management Assistance Team (FCMAT) California Charter School Accounting and Best Practices Manual, which state: “Bank deposits should be made regularly, at least weekly. A procedure should be in place regarding how often they should be made. For example, if amounts collected during a week total less than \$500, the rule could be that the deposit should be made on the last business day of the week; when amounts collected on any day exceed \$500 in total, the rule could be that the deposit is made on that day. Funds should not be held over a long holiday.”





The CSD recommends that CNCA incorporate guidance into its fiscal policies and procedures with a reasonable frequency and dollar threshold for cash/check deposits for the school and CNCA Home Office, considering the aforementioned FCMAT guidelines, to prevent the mishandling of funds and safeguarding of funds received.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

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

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

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: Yes, please see the description below.  
CNCA's 2021-2022 audit report identified a state compliance finding pertaining to the Expanded Learning Opportunities Grant (2022-001 ELO-G). Please see further details under the Other Observations section above.
  - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals mirror each other.
3. The school's reported Norm Enrollment was 788, 764, 746, 710, and 731 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 57 students since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 731 students, which is 158 students (or approximately 17.77%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 889 students) per the school's petition enrollment roll-out plan in its current charter. The CSD will continue to monitor the school's student enrollment through oversight.
4. Segregation of Duties (SOD) reviews were conducted at CNCA1 and CNCA2. No discrepancies were noted.
5. Reviewed 22 checks (and 10 electronic credit/debit transactions). The CSD's observations were noted under the Other Observations section above.
6. Reviewed bank statements and bank reconciliations from March 2022 through August 2022. Selected the months of March 2022 through June 2022 and August 2022 for sample testing. The CSD's Observations were noted under the Other Observations section above.
7. Reviewed six (6) credit card statements from May 2022 through October 2022. Selected the months of May 2022 through October 2022 for sample testing. No discrepancies were noted.

**II. Review of 2022-2023 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.



9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was provided.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were provided.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from November 2021 to October 2022) were provided. The CSD's observations were noted under the Other Observations section above.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning from May 2022 to October 2022) were not provided. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from March 2022 to August 2022), and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Other Observations section above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.

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) (see further details below); (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 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (d) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013. CNCA received an approval from Wells Fargo Bank on December 1, 2022, to further extend the loan through March 31, 2023. Per CNCA, as of February 7, 2023, the \$2,000,000 line of credit with Wells Fargo Bank was closed with no outstanding balance.

The following are further details regarding the PN-EDG's financial support.

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.

- (a) 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 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, ExED 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 was 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 [CNHS2],” including the \$250,000 and \$125,000 intercompany loans mentioned above. Per CNCA, the \$375K loan was paid off in June 2022.

- (b) As part of CNCA3’s NMTC unwind/refinancing transaction (as described under footnote \* in the Financial Highlights table above), 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). 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. This loan had a maturity date of July 1, 2022, but has been extended by Wells Fargo through March 31, 2023. This loan was subsequently refinanced through the California School Finance Authority (the Lender) to Grupo Nuevo Los Angeles (the Borrower) effective May 1, 2023. As of June 14, 2023, the account balance was \$1,632,367 in PN-EDG’s Wells Fargo Bank account ending in X5124 and there have not been account activities except for interest earned to date. According to ExED, the funds are no longer held as collateral by Wells Fargo, and that the disposition of the funds will be determined. The CSD will continue to monitor the disposition of this cash balance and the financing activities relative to CNCA3’s Eisner Campus in the future through oversight.

28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.

29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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

N/A



**Fiscal Operations Rubrics**

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

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

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



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



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

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





*An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

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

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);
5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and
6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

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

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

**New Schools:**

**REQUIRED CRITERIA**

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced

**New Schools:**

*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 *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.



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

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

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

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.

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