



ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* 2023-2024 SCHOOL YEAR FOR

CAMINO NUEVO CHARTER ACADEMY 4 (2251)

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



Charter School Name:	Camino Nuevo Charter Academy 4			Location Code:	2251
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1018 Mohawk St.	Los Angeles	90026	(213) 353-5300	(213) 483-1688	
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2021 to June 30, 2027	2		East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 171	
507	678				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 25.2%	
TK-8	TK-8				
Norm Enrollment Number:	493				
Total Number of Staff Members:	94	Certificated:	65	Classified:	29
Charter School's Leadership Team Members:	Charles Miller, Interim Principal, VP of Schools;				
Charter School's Contact for Special Education:	Jessica Hsieh, Director of Special Education	SELPA & Option:		Option 3	
CSD Assigned Administrator:	Brenda Martinez	CSD Fiscal Oversight Manager:		Andrea Ines	
Other School/CSD Team Members:	Brent Augenblick, Specialist				
Oversight Visit Date(s):	January 23, 2024		Fiscal Review Date (if different):	NA	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	PSC		LAUSD Co-Location Campus(es) (if applicable):	NA	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	NA (District Site)		COO/TCO Approved Grade Levels and Occupancy Loads:	NA	

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

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



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 specific renewal criteria prescribed in statute. .

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 2023-2024*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)</p> <ul style="list-style-type: none"> ● Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of ten (10) directors, which is aligned with the organization’s most recent Bylaws requiring between five (5) and eighteen (18) directors. Three (3) current directors’ three-year terms are set to expire at the end of the current academic year (June 2024). ● Folder I also included a calendar of meetings of the school’s governing board for the 2023-2024 school year, showing seven (7) meetings of the school’s governing board scheduled between August 15, 2023, and June 18, 2024. ● Review of the school’s website included evidence that agendas and minutes of meetings of the school’s governing board are accessible to the public. <p>G2: DUE PROCESS The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</p> <ul style="list-style-type: none"> ● Review of Governance documentation in Folder I included evidence of systems to provide due process for students, employees, and parents including, but not limited to <ul style="list-style-type: none"> ○ A Student and Family Handbook describing procedures/policies including, but not limited to, “Student Suspension and Expulsion”, “Harassment, Discrimination and Bullying Policy”, “Homework Policy”, “Letter Grades”, and the “Camino Nuevo Code of Conduct” ○ Uniform Complaint Procedures (UCP), which are available on the school’s website (in English and Spanish) and included in the Student and Family Handbook ○ Procedures for resolving general stakeholder complaints including a <i>CNCA Formal Complaint Form</i> which is available on the school’s website (in English and Spanish) and included in the Student and Family Handbook ○ Excerpts from the CNCA Employee Handbook including the employee complaint/grievance procedure 	



Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted at this time.

Notes:

- Camino Nuevo Charter Academy (“the organization”) was issued a Notice of Concern on April 9, 2024 for failure to notify the Charter Schools Division (CSD) of a significant incident (i.e., the organization’s discovery of, and subsequent response to, a data security breach). The organization submitted its response on May 1, 2024 affirming that it has complied with applicable requirements related to notification of affected individuals and, going forward, will notify the District of significant incidents.
- G1: Although agendas for meetings of the school’s governing board include “Public Comment” as a standing item, agendas do not include notice of reasonable accommodation for individuals with disabilities. In response to CSD inquiry on the topic, Camino Nuevo Charter Academy staff stated that, going forward, this information would be added to governing board agendas.
- G2: Although procedures to appeal suspensions and expulsions are described in the school’s charter, they are not described in the Student and Family Handbook, which may make these processes less accessible to stakeholders.

****NOTE:***

- ***A charter school may receive a rating of 1 in this category for any of the following reasons: (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.).***
- ***A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***



G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G2: DUE PROCESS – QUALITY INDICATOR

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides 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 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 due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <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)



G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <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 and/or resources, analysis and discussion, 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 and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <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)



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Resources Policies and Procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership <input checked="" type="checkbox"/> Evaluation of all school-based staff <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <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)



G5: FISCAL CONDITION - QUALITY INDICATOR

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



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> • The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. • The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings. 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <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)
<p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</p>		
<p>N/A</p>		



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If yes, the school’s identification: (See additional information within “Notes” section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI)</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELPI color is Green, as compared to the state’s color of Yellow. The school’s 2023 percentage of English Learner students making progress towards English language proficiency (49%) is higher than the state average (48.7%). 	
<p>A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is Yellow, as compared to the state’s color of Orange. The school’s 2023 percentage of students suspended at least one day (3.1%) is lower than the state average (3.5%). 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>A1: DASHBOARD SCHOOLWIDE ELA</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is Orange, as compared to the state’s color of Orange. The school’s 2023 schoolwide ELA DFS (-53.7 DFS) is lower than the state average (-13.6 DFS). In light of these results, school leaders report taking actions including, but not limited to, the following: <ul style="list-style-type: none"> Professional learning for both teachers and school leaders to ensure that teachers receive centralized Professional Development (PD) in the school’s literacy curriculum (ARC Core) once or twice a month with a focus on unit design, evidence-based writing, and differentiated small group instruction 	



- Direct support for novice teachers as well as teacher-led professional learning communities for TK-2 teachers dedicated to foundational literacy skills
- Students also receive support embedded in the instructional day through a second literacy block that utilizes small group instruction to address gaps in students' independent reading levels
- Data-Driven Decision Making through implementation and teacher analysis of iReady, curriculum-embedded performance task writing, and reading inventory assessments

A2: DASHBOARD STUDENT GROUP ELA

- None of the school's numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.
 - The 2023 average DFS in ELA for the school's English Learner students (-81.5 DFS) is lower than the state average (-67.7 DFS).
 - The 2023 average DFS in ELA for the school's Latino students (-57.1 DFS) is lower than the state average (-40.2 DFS).
 - The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-54.2 DFS) is lower than the state average (-42.6 DFS)
 - The 2023 average DFS in ELA for the school's Students with Disabilities (-110.2 DFS) is lower than the state average (-96.3 DFS)
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - The school receives regular support from Home Office Director of Biliteracy and English Learners with curriculum implementation and related professional development
 - Intellectual Engagement strategies are selected with subgroups in mind some examples of these are, Everybody Writes, Turn & Talk, Cold Call with No Opt Out; these strategies are used to hold students accountable for engagement and providing teachers with real-time information on students' progress and summative data
 - PD with a focus on differentiated small group reading instruction using ARC Toolkits
 - Intervention for English Language Development, targeting students who are at-risk of becoming LTELs

A3: DASHBOARD SCHOOLWIDE MATH

- The schoolwide Dashboard Math Indicator color is Orange, as compared to the state's color of Orange. The school's 2023 schoolwide Math DFS (-85.4 DFS) is lower than the state average (-49.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Dedicated monthly PDs for teachers and leaders related to accelerated learning in math with a focus on students carrying the cognitive load
 - Focused implementation of the standards for mathematical practice
 - Regular support from Home Office Director of Mathematics with curriculum implementation and related professional development
 - Data-driven decision making through increased formative assessment implementation and analysis in math
 - Identification of focus grades that will receive more intensive support for math instruction based on their MOY iReady data in order to meet the school's SBAC goals for 23-24



A4: DASHBOARD STUDENT GROUP MATH

- None of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.
 - The 2023 average DFS in Math for the school’s English Learner students (-98.3 DFS) is lower than the state average (-93.4 DFS).
 - The 2023 average DFS in Math for the school’s Latino students (-87.2 DFS) is lower than the state average (-80.8 DFS).
 - The 2023 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-86.7 DFS) is lower than the state average (-80.8 DFS)
 - The 2023 average DFS in Math for the school’s Students with Disabilities (-134.8 DFS) is lower than the state average (-127.3 DFS)
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Focused math intervention for students in grades 4-7 through ELO-P
 - In school math intervention through a partnership with the Math Yogis, targeting students close to grade level proficiency
 - Math supports for students in 6-8 grades that leverages the questions for English Learners (EL); some examples are sentence frames and language routines designed for ELs

A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8)

- The schoolwide Dashboard Chronic Absenteeism Indicator color is Red, as compared to the state’s color of Yellow. The school’s 2023 percentage of chronically absent students (43.4%) is higher than the state average (24.3%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
 - Prioritizing student attendance, proactively encouraging positive attendance habits, and responding quickly to absences
 - ADA data is tracked daily, and published internally across the network in the form of an attendance dashboard that compares daily, weekly, and monthly ADA to 94% ADA goal
 - Monthly attendance campaigns with individual student and class-level incentives for highest ADA and/or perfect attendance
 - Tiered, immediate response to families when their child is absent, with responses increasing in intensity based on number of consecutive absences
 - Implementation through training of leaders and office staff in CNCA’s SART and SARB process to respond to chronic absenteeism

Corrective Action Required

None noted at this time



Notes:

English Learner (EL) Reclassification:

As of the time of the issuance of this annual Performance-Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and the 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance Based Visit Report.

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



A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color 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 <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/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 <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color 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 <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE) 		
Rubric		Sources of Evidence
Performance	<input 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 <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color 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 <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR

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



A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR

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

A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR

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



A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR

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

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

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

A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color 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 <input type="checkbox"/> Other: (Specify)



A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR

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, 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) (Link: [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.

The charter school did provide Verified Data for consideration.

Academic Progress Indicator(s) for the 2022-2023 School Year:

Academic Progress Indicator (ELA): California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3–8 and Grade 11)	Grade Levels: 3-8	Assessment Administration: Standard	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3–8 and Grade 11)	Grade Levels: 3-8	Assessment Administration: Standard	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, Latino, 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 following verified data report(s):
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*
 - Other: Click or tap here to enter text.
 - The charter school did not provide the correct report from the publisher to determine one year’s growth.



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.
 - a. If the charter school did not meet the 95% participation rate, 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).
4. The charter school did not provide postsecondary outcomes

Notes:
None

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

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes

Notes:

None



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM 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</p> <ul style="list-style-type: none"> ● Review of documentation in Binder III, discussions with school leaders, and classroom observations included evidence of implementation of the school’s key features (including, but not limited to, Ethnic Studies for All and Whole Child Approach). The school also provided professional development materials related to the school’s key features (e.g., Intellectual Engagement and Q1 All Day PD with a focus on community circles and communication) ● Documentation in Binder III included evidence of a system to analyze and respond to student achievement data (e.g., PD materials on data-related topics such as Data-Driven Decision Making, Strategies for Accelerating Student Learning, and BOY and MOY Data Analysis). ● Documentation in Binder III (e.g., unit plans, scope and sequence, pacing plans etc.) and classroom observations included evidence that the school’s courses are aligned to the California Content Standards. <p>O3: SPECIAL EDUCATION The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <ul style="list-style-type: none"> ● Review of Welligent reports, as well as discussion with school staff, demonstrated general implementation and awareness of IEP timelines and service tracking. During the oversight visit, school leaders and special education staff noted the following practices: <ul style="list-style-type: none"> ○ The Camino Nuevo Charter Academy central office sends all service providers an updated 300 Service Tracking Report every 2 weeks and the 200 Master Calendar Report is sent to the school every month to ensure compliance ○ The Special Education Compliance Coordinator also pulls the report weekly and follows up with individual providers weekly as well as with the school to ensure services are tracked and provided and IEPs are scheduled and held in a timely manner ● Documentation in Folder III also included the school’s completed Self-Review Checklist and the school’s most recent District Validation Review from April 28, 2021 ● Folder III also included evidence of staff professional development on topics related to special education (e.g., Accommodations in Gen Ed Classrooms, New RSP Teacher PD, SPED at Cisneros, and RSP Spotlight) 	



O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by school wide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups

- Review of documentation in Folder III, discussions with school leaders, and classroom/campus observations included evidence of systems to promote a positive school climate including, but not limited to, a school wide positive behavior support system that focuses on restorative practices as well as positive relationships with all students, a Behavior Expectations Matrix (organized around expectations to “Be Safe”, “Be Responsible”, and “Be Best Self”), alternatives to suspension (e.g., community service, educational projects, etc.), and relevant PD materials (e.g., “Inclusive Practices: How to Support all of our Students in Middle School”).
- Per the *LAUSD Office of Data & Accountability’s Data Sets for suspension, expulsion, and disproportionality*, the school’s 2022-2023 suspension event rate was 4.41%, and suspension disproportionality rates for the school’s Students with Disabilities and/or African American student groups were -2.39% and -4.41%, respectively (i.e., the suspension event rates for these student groups were below the schoolwide rate).

Areas Noted for Further Growth and/or Improvement

None noted at this time

Corrective Action Required

None noted at this time

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 Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *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; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR

<p><i>The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:</i></p> <ul style="list-style-type: none"> • Implementing key features of the educational program described in the charter • Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students • Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills • Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments • Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter • Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (high schools only) 		
	Rubric	Sources of Evidence
Performance	<p><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; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><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</p> <p><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</p> <p><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</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School:</p> <p><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input type="checkbox"/> UC Doorways course approval</p> <p><input type="checkbox"/> Graduation Requirement/Policy</p> <p><input type="checkbox"/> Math Placement Assessment Policy</p> <p><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators</p>



O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 		
	Rubric	Sources of Evidence
Performance	<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><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/or limited evidence of systems to modify instruction based on data analysis</p> <p><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/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



O3: SPECIAL EDUCATION - QUALITY INDICATOR

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 mandated 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; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for 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 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"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <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)



O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR

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 as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><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</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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

N/A

Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.

Item	Evident	Not Evident
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		



Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
<p>The following information posted to the school’s website:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Access to approved charter</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None		



2251 Camino Nuevo Charter Academy 4 (Cisneros)	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
Cash and Cash Equivalents		882,816	734,882	1,357,352	1,291,459		847,180	968,159	1,849,639	1,849,639		2,301,339	2,534,317	2,129,178	2,053,100
Accounts Receivable		616,656	552,954	933,762	933,762		1,972,805	1,897,802	1,410,779	1,410,778		852,447	745,311	0	1,355,253
Other Current Assets		36,344	36,602	21,465	21,465		25,507	25,507	12,266	12,266		12,879	12,880	1,288,307	11,261
Total Current Assets		1,535,816	1,324,438	2,312,579	2,246,686		2,845,492	2,891,468	3,272,684	3,272,683		3,166,665	3,292,508	3,417,485	3,419,614
Fixed and Other Assets		459,398	468,573	474,369	474,367		420,930	622,999	671,831	671,831		568,006	614,317	817,518	817,518
Total Assets		1,995,214	1,793,011	2,786,948	2,721,053		3,266,422	3,514,467	3,944,515	3,944,514		3,734,671	3,906,825	4,235,003	4,237,132
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		256,892	233,668	892,786	864,305		617,789	857,124	738,901	781,449		608,180	794,674	1,028,242	1,071,447
Other Long Term Liabilities		26,948	26,948	37,408	37,408		37,408	37,408	42,548	42,548		42,549	42,549	43,204	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		283,840	260,616	930,194	864,305		655,197	894,532	781,449	781,449		650,729	837,223	1,071,446	1,071,447
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		1,711,374	1,532,395	1,856,754	1,856,748		2,611,225	2,619,935	3,163,066	3,163,065		3,083,942	3,069,602	3,163,557	3,165,685
Total Revenues	7,886,568	7,891,449	7,897,192	7,983,237	7,983,237	7,586,026	8,766,054	8,781,637	9,015,223	9,015,223	8,541,596	10,260,681	10,140,630	10,620,794	10,699,002
Total Expenditures	7,811,404	7,992,186	8,176,908	7,938,594	7,938,599	7,291,284	8,011,582	8,018,455	7,708,910	7,708,906	8,462,627	10,339,805	10,234,094	10,620,303	10,696,382
Net Income / (Loss)	75,164	(100,737)	(279,716)	44,643	44,638	294,742	754,472	763,182	1,306,313	1,306,317	78,969	(79,124)	(93,464)	491	2,620
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	75,164	(100,737)	(279,716)	44,643	44,638	294,742	754,472	763,182	1,306,313	1,306,317	78,969	(79,124)	(93,464)	491	2,620
Net Assets, Beginning	1,839,773	1,856,753	1,856,753	1,856,753	1,856,748	1,532,395	1,856,753	1,856,753	1,856,753	1,856,748	2,619,935	3,163,066	3,163,066	3,163,066	3,163,065
Adj. for restatement / Prior Yr Adj	(80,259)	0	0	0	0	82,723	0	0	0	0	525,492	0	0	(0)	0
Net Assets, Beginning, Adjusted	1,759,514	1,856,753	1,856,753	1,856,753	1,856,748	1,615,118	1,856,753	1,856,753	1,856,753	1,856,748	3,145,427	3,163,066	3,163,066	3,163,066	3,163,065
Net Assets, End	1,834,678	1,756,016	1,577,037	1,901,396	1,901,386	1,909,860	2,611,225	2,619,935	3,163,066	3,163,065	3,224,396	3,083,942	3,069,602	3,163,557	3,165,685
Unrestricted Net Assets		1,709,468	1,530,489	1,856,754	1,856,748		2,611,225	2,619,935	3,163,066	3,163,065		3,083,942	2,455,285	3,102,587	3,104,715
Restricted Net Assets		1,906	1,906	0	0		0	0	0	0		0	614,317	60,970	60,970

2251 Camino Nuevo Charter Academy 4 (Cisneros)	Audited Financials					2022-2023					2023-2024				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,291,459	1,849,639	2,053,100	3,925,151	0		1,951,171	2,586,589	3,925,151	3,925,151		3,617,268	3,148,811	0	0
Accounts Receivable	933,762	1,410,778	1,355,253	1,232,185	0		1,295,840	1,187,625	1,232,185	1,232,185		1,309,690	1,232,185	0	0
Other Current Assets	21,465	12,266	11,261	16,930	0		11,937	11,937	16,930	16,930		21,000	21,000	0	0
Total Current Assets	2,246,686	3,272,683	3,419,614	5,174,266	0		3,259,994	3,786,151	5,174,266	5,174,266		4,947,959	4,466,450	0	0
Fixed and Other Assets	474,367	671,831	817,518	786,343	0		947,505	904,828	786,343	786,343		663,163	660,370	0	0
Total Assets	2,721,053	3,944,514	4,237,132	5,960,609	0		4,206,999	4,690,978	5,960,608	5,960,609		5,611,121	5,126,820	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	864,305	781,449	1,071,447	2,758,450	0		1,151,452	1,576,985	2,718,306	2,758,450		2,241,859	1,688,538	0	0
Other Long Term Liabilities	0	0	0	22,590	0		43,204	43,204	62,734	22,590		51,793	51,793	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	864,305	781,449	1,071,447	2,781,040	0		1,194,656	1,620,189	2,781,040	2,781,040		2,293,653	1,740,332	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	1,856,748	3,163,065	3,165,685	3,179,569	0		3,012,343	3,070,790	3,179,568	3,179,569		3,317,469	3,386,489	0	0
Total Revenues	7,983,237	9,015,223	10,699,002	10,397,140	0	9,953,532	10,015,180	10,163,142	10,397,140	10,397,140	9,215,176	10,486,072	10,713,181	0	0
Total Expenditures	7,938,599	7,708,906	10,696,382	10,383,256	0	9,927,172	10,168,523	10,258,038	10,383,258	10,383,256	9,204,463	10,348,171	10,506,260	0	0
Net Income / (Loss)	44,638	1,306,317	2,620	13,884	0	26,361	(153,343)	(94,896)	13,882	13,884	10,714	137,901	206,921	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	44,638	1,306,317	2,620	13,884	0	26,361	(153,343)	(94,896)	13,882	13,884	10,714	137,901	206,921	0	0
Net Assets, Beginning	1,812,110	1,856,748	3,163,065	3,165,685	0	3,069,602	3,163,557	3,163,557	3,163,557	3,165,685	3,070,790	3,179,568	3,179,568	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	1,420	2,129	2,129	2,129	0	101,221	0	0	0	0
Net Assets, Beginning, Adjusted	1,812,110	1,856,748	3,163,065	3,165,685	0	3,071,022	3,165,686	3,165,686	3,165,686	3,165,685	3,172,011	3,179,568	3,179,568	0	0
Net Assets, End	1,856,748	3,163,065	3,165,685	3,179,569	0	3,097,383	3,012,343	3,070,790	3,179,568	3,179,569	3,182,724	3,317,469	3,386,489	0	0
Unrestricted Net Assets	1,856,748	3,163,065	3,104,715	3,134,798	0		0	597,550	3,134,797	3,134,798		3,299,717	3,386,489	0	0
Restricted Net Assets	0	0	60,970	44,771	0		0	1,925,251	44,771	44,771		17,752	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.

Financial Highlights

Camino Nuevo Charter Academy 4's (CNCA4) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
Camino Nuevo Charter Academy 4	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,856,748	\$3,163,065	\$3,165,685	\$3,179,569	\$3,386,490
Net Income / (Loss)	\$44,638	\$1,306,317	\$2,620	\$13,884	\$206,921
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,291,459	\$1,849,639	\$2,053,100	\$3,925,151	\$3,148,811
Unrestricted Net Assets	\$1,856,748	\$3,163,065	\$3,104,715	\$3,134,798	\$3,386,490
Norm Enrollment Reported by the School	632	604	602	543	493
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	23.39%	41.03%	29.03%	30.19%	32.23%



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	16.27%	23.99%	19.19%	37.80%	29.97%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	259.94%	418.80%	319.16%	187.58%	264.52%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	31.76%	19.81%	25.29%	46.66%	33.95%

Charter Operator Fiscal Information

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	\$45,841,155	\$390,700	(\$71,868)*	\$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.

Management Fees: According to CNCA, CNCA4 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, 2023, 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, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.



Per the Eighth Amendment for Limited Services of July 1, 2023, “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 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section 3.4. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,558,727.50 as Base Compensation, \$62,500 as ELOP Compensation, and \$180,697.50 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2023. 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.”

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 as other observations below relating to CNCA 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. Type of Observation: Contracts (Lack of Board Approval)

- **Source(s) of Document Reviewed:** Check Register
- **Description of Observation:** The CSD noted a check from Camino Nuevo Elementary School 3’s (CNCA3) check register (Check # P041767, in the amount of \$1,369.80, dated 8/30/2023, and made payable to Sunny Strategies LLC, with a contract agreement valued at \$110,000), that lacked evidence of required governing board approval as per CNCA’s FPPs. The other four CNCA schools also received services from this independent contractor and were included in the service agreement.
- **Charter Operator’s Fiscal Policies and Procedures:** Page 11 of CNCA’s FPP states: “The Governing Board must approve any contract over \$100,000.”
- **Charter School’s or Charter Operator’s Response:** CNCA stated that they will be adding a second reviewer on contracts to support in meeting purchase and procurement policies and procedures for contract approvals. CNCA provided a copy of the 12/12/2023 board meeting minutes with evidence that the CNCA governing board subsequently approved Sunny Strategies LLC’s contract agreement.



- CSD’s Recommendations/Comments:** 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.

The Charter Schools Division will monitor this issue 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.

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

N/A

**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.

An audit finding was identified in the school's 2021-2022 independent audit report pertaining to 2022-001 Expanded Learning Opportunities ELO-G. CNCA's 2022-2023 independent audit report indicated that the status is not applicable as this test was removed from the 2022-2023 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

2. The 2022-2023 audited and unaudited actuals mirror each other.
3. The school's reported Norm Enrollment was 632, 604, 602, 543, and 493 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 139 students (or 22.0%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 493 students, which is 185 students (or approximately 27.3%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 678 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. When inquired as to how the school/organization is conducting efforts to increase enrollment, CNCA stated that they are strategizing methods for increasing enrollment and reducing attrition by using research and data to best position CNCA4. CNCA has a multi-year strategic enrollment focus areas and has provided some examples of the initiatives that CNCA is taking to support enrollment at CNCA4. CNCA is conducting research, planning, training, and providing support to CNCA4. It plans to attend and participate in various recruitment events and has come up with retention strategies. The CSD will continue to monitor the school's student enrollment through oversight.
4. Segregation of Duties (SOD) reviews were conducted at CNCA4 and Camino Nuevo High 2 (CNHS2). No discrepancies were noted.

II. Review of 2023-2024 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet 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 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, and Social Security 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 three interim financial reports (i.e., 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, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later 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. 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. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for 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 as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party 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 2023-2024 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., 2022-2023) 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, contract amendments, 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 outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (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 11/2022 to 10/2023) were provided. Reviewed 28 checks (and 10 electronic credit/debit transactions). The CSD's observations were noted under Other Observations above.
21. a) A list of all active credit card account(s), b) 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 4/2023 to 9/2023) were provided. Selected the months of 4/2023 through 9/2023 and reviewed 41 credit card transactions for sample testing. No discrepancies were noted.
22. a) A list of all active school bank account(s), and b) Monthly bank statements and reconciliation reports for the most current six months (spanning from 4/2023 to 9/2023) were provided. Selected the months of 4/2023, 6/2023, 8/2023, and 9/2023 for sample testing. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, 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, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.



25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (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 with PN-EDG and third party entities:

(a) 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. This loan had a maturity date of July 1, 2022, and 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 (GNLA), a related party (the Borrower) effective May 1, 2023.

As part of CNCA3's New Markets Tax Credit (NMTC) unwind/refinancing transaction (as described under the footnote in the Financial Highlights and Item 27 of CNCA3's 2022-2023 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). 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. As of December 31, 2023, the account balance was \$1,646,583.65 in PN-EDG's Wells Fargo Bank account ending in X5124 and there have not been account activities except for interest earned to date. Per confirmation letter from Wells Fargo, the loan has been repaid, and as such, the cash is no longer held as collateral by Wells Fargo. According to ExED, the funds are currently being held in two restricted cash accounts until the disposition of funds is 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.

(b) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy 2 (CNCA2) executed on April 25, 2011, to purchase and/or construct a real property as a permanent school facility for CNCA2. Per CNCA's 2022-2023 independent audit report, CNCA2 has received all of the State apportionment which totaled \$29,557,192. CNCA2 has recorded debt related to this funding of \$12,493,596; the balance at June 30, 2023 is \$9,840,445.

The following paragraphs provide further details regarding PN-EDG's establishment and financial support to the CNCA charter schools.

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 benefiting 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, CNCA4's pro-rata share of this one-time asset transfer was \$395,784.

Based on CNCA's 2022-2023 independent audit report, PN-EDG provided grants to CNCA schools amounting to \$450,000 for the year ended June 30, 2023. Per the PN-EDG Board Resolution dated 6/5/2023 that was provided by CNCA, PN-EDG projected and collected fees from CNCA for the 2022-2023, but did not fully expend those collected funds. Rather than retaining the unexpended 2022-2023 services fees for its charitable purposes, PN-EDG distributed the unexpended fees on a per-ADA basis, among the CNCA schools. CNCA4's pro-rata share of this transfer was \$84,375. Additionally, based on CNCA's 2022-2023 independent audit report (Note 4) and the accounting records provided by CNCA, on 7/1/2022, PNEDG transferred \$48,887 of fixed assets to CNCA1 as a result of the closure of the early childhood center for the year ended June 30, 2022.

28. A copy of the current facility lease agreement(s) for the school's private site(s), along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable. CNCA4 is located on a Public School Choice (PSC) site.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or 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 such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate, were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



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 or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

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



An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].

An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].

- LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

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

SUPPLEMENTAL CRITERIA

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;



<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits; 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 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; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5). 	<ol style="list-style-type: none"> 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 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; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with 	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> 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</p>



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 Developing [Rating of 2].

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

- significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
- 2. The cash balance at the beginning of the school year is positive; and
- 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.

LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

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

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

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

SUPPLEMENTAL CRITERIA

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



<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</p> <p>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</p>	

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