



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR (REMOTE VERSION)****

FOR

EL CAMINO REAL CHARTER HIGH – LOC CODE - 8617

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

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



Charter School Name:		El Camino Real Charter High (ECRCH)			Location Code:	8617
Current Address:		City:	ZIP Code:	Phone:	Fax:	
5440 Valley Circle Blvd.		Woodland Hills	91367	818-595-7500	818-710-9023	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2016 through June 30, 2021			3	Northwest		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:		Grades To Be Served Per Charter:
3536		3800		9-12		9-12
Total Number of Staff Members:		301	Certificated:	141	Classified:	160
Charter School's Leadership Team Members:			David Hussey, Executive Director; Daniel Chang, Chief Compliance Officer			
Charter School's Contact for Special Education:			Emily Larew			
CSD Assigned Administrator:		Dr. Aida Tatiossian		CSD Fiscal Services Manager:		Lourdes Echavarria
Other School/CSD Team Members:		Lillian Lee, CSD Fiscal Oversight Administrator				
REMOTE Oversight Visit Date(s):		June 18, 2020		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Yes; Sole Occupancy Agreement		LAUSD Co-Location Campus(es) (if applicable):		No
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		N/A

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	3	3	3



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the 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 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 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S): The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s). Based on evidence provided, the charter school follows the organizational chart as stated in Element 4. The organization has divided the function of the Chief Financial Officer (CFO) into two positions for a greater degree of overall checks and balances. The CFO position has been separated into the Chief Compliance Officer (CCO) and Chief Business Officer (CBO) positions. Currently, the CBO position is vacant. The organization is looking for the next CBO of ECRCH.</p> <p>G2: BROWN ACT: The Governing Board complies with most material provisions of the Brown Act. Based on review of board meeting agendas and minutes in the last twelve months, current board members have all been Brown Act trained. Brown Act training took place on July 24, 2019 at a regularly scheduled board meeting. Two Board members were absent from the meeting and a third was not on the Board at the time. Newly elected board members took subsequent Brown Act Training. The Governing Board posts the meeting dates, times, and locations on the charter school’s website, including past agendas and minutes. The Agendas include a time for public comment, discussion, and sufficient description of action items, and a provision that informs the public that reasonable accommodations will be provided, if needed.</p> <p>G4: STAFFING: The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> None</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: N/A</p> <p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

	Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) COVID-19 UPDATE – Board Meetings
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

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

<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p> <p>N/A</p>
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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A1: SBAC SUBGROUP ELA: The majority of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. The Asian subgroup increased by 2.36 percentage points; the Filipino subgroup increased by 2.11 percentage points; the Latino subgroup increased by 7.88 percentage points; the Socioeconomically Disadvantaged Subgroup increased by 1.45 percentage points; Schoolwide, ELA proficiency on the CAASPP increased 0.59% during the 2018-2019 testing period.</p> <p>A2: SBAC SUBGROUP MATH: Some of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019. The Filipino subgroup increased by 14.47 percentage points; the Latino subgroup increased by 6.22 percentage points; the Socioeconomically Disadvantaged subgroup increased by 1.81 percentage points.</p> <p>A3: SBAC SCHOOLWIDE ELA: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median. Schoolwide, ELA proficiency on the CAASPP is 59.46 percentage points. The proficiency rate for the Resident Schools Median is 56.32 percentage points.</p> <p>A4: SBAC SCHOOLWIDE MATH: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median. Schoolwide, Math proficiency on the CAASPP is 41.18 percentage points. The proficiency rate for the Resident Schools Median is 28.79 percentage points.</p> <p>A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS): The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median. Charter School's "At Risk" is 1.7% compared to the Resident Schools Median of 1.7%.</p> <p>A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS): The school's percentage of LTELs is at a rate lower than the Resident Schools Median. Charter School's LTEL percentage rate is 6.8 compared to the Resident Schools Median of 8.5.</p> <p>A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE: The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than the Resident Schools Median. Charter School's graduation rate is 93.5 compared to the Resident Schools Median of 88.7.</p>	

Areas Noted for Further Growth and/or Improvement

A1: SBAC SUBGROUP ELA: The majority of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. The African American subgroup decreased by 3.04 percentage points; Students with Disabilities decreased by 1.11 percentage points; Two or More Races decreased by 5.16 percentage points; the White subgroup decreased by 3.21 percentage points.

- According to the school's leadership, during the Fall Semester, all departments received professional development in the Write to Learn program from Growing Educators. The English Department continues their refinement of Curricular Maps and Common Formative Assessments that focus on grade-level horizontal, and year-to-year vertical alignment of practice and assessment.

A2: SBAC SUBGROUP MATH: Some of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019. The Asian subgroup decreased by 3.24 percentage points; the African-American subgroup decreased by 4.73 percentage points; Students with Disabilities decreased by 0.21 percentage points; Two or More Races decreased by 16.73 percentage points; and the White subgroup decreased by 1.37 percentage points. Schoolwide, Math proficiency on the CAASPP was maintained during the 2018-2019 testing period.

- According to the school's leadership, Math Essentials support classes were added by the department beginning in the fall of 2019. Students enrolled in these classes were identified using multiple factors including their previous semester grades, NWEA Maps scores, and teacher recommendation. The department chairs along with the math instructional coach have structured weekly common planning and professional development to focus on alignment with Common Core and individualized learning techniques. Furthermore, department retreats have been dedicated to vertical alignment of math courses along with the refinement of their common formative assessments.

A5: ENGLISH LEARNER RECLASSIFICATION: The school reclassifies English Learners at a rate lower than the Resident Schools Median. Charter School reclassified at a rate of 6.2, while the Resident Schools Median reclassification rate was 24.8.

- ELD and AVID ELD classes provide targeted instruction in reading, writing, listening, and speaking. Practice assignments are provided similar to those found on the ELPAC assessments so that students are familiar with the expectations on the assessment. Students have completed individual goals sheets which outline their past achievements in meeting reclassification criteria, as well as identifying goals to help increase their ELD levels. The school provides an ELD block where students receive instruction, utilizing National Geographic's Edge Program. Direct instruction for all levels, as well as follow up practice assignments on Canvas, are a part of the daily curriculum/activities.

Corrective Action Required

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



Notes:

Graduation requirements per ECRCH's charter:

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, meet the Service Learning and Career Pathway requirements, and pass the California High School Exit Exam (CAHSEE). In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts. All of ECRCHS's courses have been designed in alignment with the state standards including CA CCSS. With the exception of World Languages, graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better. Students are made aware that colleges do not accept D's. This is discussed when counselors meet with students each semester. Teachers, counselors and assistant principals discuss this with parents at parent conferences. In addition, the college office includes this information in their printed materials, and college counselors review college requirements when they make presentations to students and families.

ECRCH has adopted the LAUSD Master Plan.

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019	
	<input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019	
	<input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019	
	<input type="checkbox"/> No assessment of performance for this indicator	

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019	
	<input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019	
	<input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019	
	<input type="checkbox"/> No assessment of performance for this indicator	



A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE)



Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within “Notes” section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school’s percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)
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A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Four-Year Adjusted Cohort Graduation Rate (CDE) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school’s Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> Graduation Requirements (within “Notes” section above) (B2.5) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only) D or better

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP). Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**



A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Declined

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Declined

A12: ENGLISH LEARNER PROGRESS (see below)

Performance Level Color: Choose an item.

Change Level: Choose an item.

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Orange

Change Level: Maintained

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Not Applicable

Change Level: Not Applicable

A15: GRADUATION RATE

Performance Level Color: Green

Change Level: Increased

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Orange

Change Level: Increased



NOTES:

LEARN MORE
English Learner Progress

All Students State

71.2% making progress towards English language proficiency

Number of EL Students: 59

Progress Levels

- Very High = 65% or higher
- High = 55% to less than 65%
- Medium = 45% to less than 55%
- Low = 35% to less than 45%
- Very Low = Less than 35%

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

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O2: HEALTH AND SAFETY: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens. The school has trained staff on Epi-pen use and has an AED.</p>	
<p>O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school’s 2018-2019 suspension rate is 3.2%. The school has a number of incentives that include lunch passes, “Fill the Bucket” encouragement program, Wednesday’s Words of Wisdom, student certificates and gift cards, positive message posters, to name a few. To promote a positive school community ECRCH has two full-time Dean of Students, Attendance Coordinator, Intervention Coordinator, two School Psychologists, Psychiatric Social Worker, student support groups, La Familia, and Black Student Union. Also, there are over 80 campus student clubs.</p>	
<p>O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY: The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website. In addition to the UCP and internal complaint procedures, the school keeps families informed through the parent portal, flyers, school website, and face-to-face meetings.</p>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS, O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM: The school has substantially implemented and monitors the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. Some numerically significant subgroups demonstrated increases in CAASPP ELA performance from 2017-2018 to 2018-2019 (The Asian subgroup increased 2.36%; the Filipino subgroup increased 2.11%; the Latino subgroup increased 7.88%; and the Socioeconomically Disadvantaged subgroup increased 1.45%). Conversely, the African American subgroup decreased 3.04%; Students with Disabilities decreased 1.11%; Two or More Races decreased 5.16%; and the White subgroup decreased 3.21%. In Math, some numerically significant subgroups demonstrated increases in CAASPP performance from 2017-2018 to 2018-2019 (The Filipino subgroup increased 14.47%; the Latino subgroup increased 6.22%; the Socioeconomically Disadvantaged subgroup increased 1.81%). Conversely, the Asian subgroup decreased 3.24%; the African American subgroup decreased 4.73%; Students with Disabilities maintained their performance level; Two or More Races decreased 16.73% and the White subgroup decreased 1.37%.</p> <ul style="list-style-type: none"> • ECRCH leadership shared that all departments have received additional professional development in the Write to Learn program from Growing Educators. The English Department continues to refine the Curricular Maps and Common Formative Assessments that focus on grade-level horizontal, and year-to-year vertical alignment of practice as well as assessment. Math Essentials support classes were added by the department beginning in Fall 2019. Students enrolled in these classes were identified using multiple factors including grades, NWEA MAP scores, and teacher recommendation. Furthermore, 	



leadership shared that the department chairs along with the math instructional coach structured weekly common planning and professional development to focus on alignment with common core and individualized learning techniques.

Corrective Action Required

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



Notes:

ECRCHS remains committed to providing students with disabilities a free appropriate public education (“FAPE”) during this time. ECRCHS is providing educational opportunities through a fully home-based, virtual program. ECRCHS considered the possibility of on-site services, but determined that due to local, State, and Federal guidance, the charter could not risk the health of students and staff by doing so.

Given the circumstances, ECRCHS notified all parents of students with IEPs that the closure has resulted in a necessary temporary change in placement beginning on March 16 and extending throughout the closure and that, although the campus is closed, services included in their child’s IEP will be provided remotely to the greatest extent possible for the duration of the closure. In this letter, which served as a Prior Written Notice (PWN), parents were also offered the option of convening an IEP meeting to discuss any concerns or whether any changes to the IEP were needed to address challenges encountered during distance learning and they were also provided of copy of their rights.

ECRCHS continues to work with our NPS and NPA partners to provide services to the greatest extent possible. Services/supports being provided remotely include Special Day Class supports, co-teaching supports, RSP, LAS, APE, Counseling, ERICS Counseling, OT, PT, Recreation Therapy, Inclusion for Moderate/Severe, and BID. The support of an adult assistant on campus (BII) has been suspended during the closure due to the nature of the service and will resume immediately upon the school campus reopening to students. Parents of all students with this support listed on the IEP have been notified of this.

Throughout the closure ECRCHS has reminded all teachers that students with disabilities, including both IEPs and 504 Plans, are still entitled to receive all accommodations and that additional flexibility may be needed in order to ensure equity and access for these students. Special Education case carriers and Section 504 case managers have been in communication with students, parents, and teachers to assist with coordinating accommodations, modifications, adaptations, or other supports as needed. Additional mental health supports are also available as needed to all students through our counselors, School Psychologists, and PSW.

ECRCHS is holding virtual IEP meetings and maintaining compliance timelines to the extent possible, including holding IEPs that were scheduled prior to the closure as well as holding IEPs requested as a result of the transition to distance learning.

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



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

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

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

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



O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served Obtained WASC accreditation (high schools only) Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) Received UC/CSU approval of courses (UC Doorways) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school:</i></p> <ul style="list-style-type: none"> Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE Disaggregates and analyzes data on a regular basis to address individual student needs Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) Has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) COVID-19 UPDATE – Distance Learning
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

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



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

Due to COVID-19, information regarding the Special Education program will be documented in the Notes section.

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

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <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, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Student Handbook(s) (B1.10) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school:</i></p> <ul style="list-style-type: none"> • Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements **(high schools only)**
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)



- Applicable categories described in Charter School Transparency Resolution
 - Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- **required on website

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> • the school’s educational program yields high student achievement • the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)
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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current • The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 form (“ESSA Grid”)</i> (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A



Annual Performance-Based Oversight Visit Report

8617	2016-2017					2017-2018					2018-2019				
	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
El Camino Real Charter High															
Cash and Cash Equivalents		8,494,968	8,790,721	11,084,195	17,050,166		4,766,573	5,132,306	15,493,140	15,493,140		0	5,937,923	11,855,284	11,855,286
Current Assets		18,606,931	18,838,300	19,101,620	19,392,788		15,550,545	16,016,709	16,854,572	16,854,572		0	9,693,992	16,371,596	16,371,598
Fixed and Other Assets		3,940,567	4,061,608	4,504,739	4,504,739		7,286,213	7,497,859	6,875,226	6,875,225		0	13,930,645	7,174,263	7,174,262
Total Assets		22,547,497	22,899,908	23,606,359	23,897,527		22,836,759	23,514,568	23,729,798	23,729,797		0	23,624,637	23,545,859	23,545,860
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,317,170	1,871,956	2,487,203	2,487,206		1,331,418	1,331,418	2,767,197	2,767,197		0	2,396,323	3,123,519	3,126,484
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	24,320,174	24,320,174		25,423,800	25,423,800	8,995,650	8,995,650		0	8,995,650	12,696,714	12,696,714
Total Liabilities		2,317,170	1,871,956	26,807,377	26,807,380		26,755,218	26,755,218	11,762,847	11,762,847		0	11,391,973	15,820,233	15,823,198
Net Assets		20,230,327	21,027,952	(3,201,018)	(2,909,853)		(3,918,460)	(3,240,650)	11,966,951	11,966,950		12,668,620	12,232,664	7,725,626	7,722,662
Total Revenues	36,009,170	36,897,057	36,795,141	37,405,481	37,405,478	37,414,568	38,406,322	38,573,287	38,574,376	38,574,376	40,095,918	39,996,880	39,854,880	41,020,721	41,020,640
Total Expenditures	35,018,251	33,861,716	33,924,552	34,650,874	34,359,706	35,936,620	39,123,764	38,904,084	39,894,357	39,894,354	39,943,857	39,295,212	39,589,168	40,078,285	40,081,168
Net Income / (Loss)	990,919	3,035,341	2,870,589	2,754,608	3,045,772	1,477,948	(717,442)	(330,797)	(1,319,981)	(1,319,978)	152,061	701,668	265,712	942,436	939,472
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	(5,183,762)	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	990,919	3,035,341	2,870,589	2,754,608	3,045,772	1,477,948	(717,442)	(330,797)	(1,319,981)	(1,319,978)	152,061	701,668	265,712	(4,241,326)	939,472
Net Assets, Beginning	16,727,526	17,194,987	17,194,987	17,194,987	18,157,363	21,027,952	(3,201,018)	(3,201,018)	(3,201,018)	(2,909,853)	(3,240,650)	11,966,952	11,966,952	11,966,952	11,966,950
Adj. for restatement / Prior Yr Adj	0	0	962,376	(23,150,612)	(24,112,988)	0	0	291,165	16,487,950	16,196,781	0	0	0	0	(5,183,760)
Net Assets, Beginning, Adjusted	16,727,526	17,194,987	18,157,363	(5,955,625)	(5,955,625)	21,027,952	(3,201,018)	(2,909,853)	13,286,932	13,286,928	(3,240,650)	11,966,952	11,966,952	11,966,952	6,783,190
Net Assets, End	17,718,445	20,230,327	21,027,952	(3,201,018)	(2,909,853)	22,505,900	(3,918,460)	(3,240,650)	11,966,951	11,966,950	(3,088,590)	12,668,620	12,232,664	7,725,626	7,722,662

8617	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
El Camino Real Charter High										
Cash and Cash Equivalents	12,676,677	17,050,166	15,493,140	11,855,286	0		12,528,799	12,729,061	0	0
Current Assets	16,354,173	19,392,788	16,854,572	16,371,598	0		15,972,807	16,173,069	0	0
Fixed and Other Assets	4,061,608	4,504,739	6,875,225	7,174,262	0		7,171,062	7,171,062	0	0
Total Assets	20,415,781	23,897,527	23,729,797	23,545,860	0		23,143,869	23,344,131	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	2,258,418	2,487,206	2,767,197	3,126,484	0		2,430,130	2,430,130	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	24,320,174	8,995,650	12,696,714	0		12,535,595	12,535,595	0	0
Total Liabilities	2,258,418	26,807,380	11,762,847	15,823,198	0		14,965,725	14,965,725	0	0
Net Assets	18,157,363	(2,909,853)	11,966,950	7,722,662	0		8,178,144	8,378,406	0	0
Total Revenues	39,673,203	37,405,478	38,574,376	41,020,640	0	40,240,990	40,675,142	41,199,091	0	0
Total Expenditures	35,873,516	34,359,706	39,894,354	40,081,168	0	40,053,513	40,222,624	40,543,347	0	0
Net Income / (Loss)	3,799,687	3,045,772	(1,319,978)	939,472	0	187,477	452,518	655,744	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	3,799,687	3,045,772	(1,319,978)	939,472	0	187,477	452,518	655,744	0	0
Net Assets, Beginning	14,357,676	18,157,363	(2,909,853)	11,966,950	0	12,232,664	7,725,626	7,725,626	0	0
Adj. for restatement / Prior Yr Adj	0	(24,112,988)	16,196,781	(5,183,760)	0	0	0	(2,964)	0	0
Net Assets, Beginning, Adjusted	14,357,676	(5,955,625)	13,286,928	6,783,190	0	12,232,664	7,725,626	7,722,662	0	0
Net Assets, End	18,157,363	(2,909,853)	11,966,950	7,722,662	0	12,420,141	8,178,144	8,378,406	0	0



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>ECRCH's fiscal condition is positive and the school has had positive operational net assets since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$7,722,662 and net income of \$939,472 when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$20,419,376* and net income of \$2,112,275*. The 2019-2020 Second Interim projects positive net assets of \$8,378,406 and net income of \$655,744, including the accrued OPEB obligation and related expenses. When excluding the OPEB liability and related expenses, the school projects positive operational net assets of \$20,914,001 and net income of \$3,427,155.</p>						3
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is positive.</p>						
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)	
Net Assets	\$18,157,363	\$21,410,321*	\$20,962,600*	\$20,419,376*	\$20,914,001*	
Net Income/Loss	\$3,799,687	\$5,712,994*	\$2,735,461*	\$2,112,275*	\$3,427,155*	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$16,196,781**	(\$5,183,760)***	\$0	
<p>*The Net Asset and Net Income figures represent the school's financial condition excluding its actuarial OPEB liability and related expenses, respectively. According to the latest ASC 715 Report or Actuarial Valuation Report as of June 30, 2019 (issued by a certified actuary on July 20, 2019), and the 2018-2019 independent audit report, as of June 30, 2019, the school's unfunded accumulated post-retirement benefit obligation is estimated at \$12,696,714. Per the Financial Accounting Standards Board (FASB, ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning Fiscal Year 2016-2017). Per ECRCH, the school's accrued OPEB expenses were \$2,307,222, \$4,055,439, and \$1,172,803 for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, respectively.</p>						



Per ECRCH, the school made annual contributions to its OPEB in the amounts of \$2,062,769 and \$2,640,000, during Fiscal Years 2017-2018 and 2018-2019, respectively. As of April 30, 2020, the market value of ECRCH’s plan assets pertaining to its OPEB funds on deposit with its third party administrator was reported at \$12.7M, which exceeds the projected post-retirement costs under the school’s OPEB plan over the next 10 years. Based on the June 30, 2019 ASC 715 Report and the 2018-2019 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at \$3.0M over the next 10 years (i.e., from June 30, 2020 through June 30, 2029).

Please see Item 27 in the Notes section for further details regarding** and ***.

2. ECRCH and El Camino Real Alliance (ECRA, the charter operator), have made progress to meet the October 2016 LAUSD Board of Education-approved MOU for the school’s 2016-2021 charter term. Please refer to the school’s progress in the “Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS” section below.

Areas Noted for Further Growth and/or Improvement:

1. Late Fees:

Based on the CSD’s review of the school’s credit card statements and supporting documentation for the period spanning from August 2019 through January 2020, the CSD noted that three credit card statements referenced late fees totaling \$117.00 in the aggregate. These late fees are summarized below.

Item #	Account #	Month	Transaction Date	Late Fees	Transaction Description
1	X1005	August 2019	8/28/2019	\$39.00	Late Fee for 30-Day Past Due Balance
2	X1005	October 2019	10/28/2019	\$39.00	Late Fee for 30-Day Past Due Balance
3	X1005	December 2019	12/28/2019	\$39.00	Late Fee for 30-Day Past Due Balance
			TOTAL	\$117.00	

In response to the CSD’s observations above, ECRCH’s Executive Director (ED) stated: “The Business Office will pull a monthly Accounts Payable report to make sure all invoices are paid in a timely manner. The report will be presented to the Executive Director until the new [Chief Business Officer (CBO)] is in place.”

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors and credit card balances are paid timely, to prevent the school from incurring additional late fees in the future.

2. Lack of Written Guidance Regarding Service Contracts and Recurring Payments (Recurring Issue):



Based on the CSD’s 2018-2019 and 2019-2020 fiscal oversight review, the CSD noted that the school’s fiscal policies and procedures lacked written guidelines regarding service contracts and recurring payments without purchase orders (POs). Based on the CSD’s review of a sample of the school’s checks and supporting documentation, the CSD noted that the school did not prepare POs for some of its service providers and/or its recurring payments (e.g., utility bills, etc.) because the related expenditures were calculated based upon usage, varied from period to period, and were paid as billed. The CSD noted that the school did have service contracts and did utilize recurring payments for several other service providers/vendors and maintained appropriate documentation to support the check disbursements selected by the CSD. However, the school’s processes in this area were not addressed within its fiscal policies and procedures.

In response to the CSD’s observations above, ECRCH’s ED declared: “I am currently working on a policy and will collaborate with the new CBO which should be approved for the 2020-21 school year.”

The CSD recommends that ECRA revise its fiscal policies and procedures to include written guidance regarding payments pertaining to contracted services and/or recurring payments without purchase orders, to align with the school’s actual practices with its governing board-approved fiscal policies and procedures.

3. Deviation from Requirement for Dual Signatures (Recurring Issue):

Based on the CSD’s review of the school’s check register for the period spanning from March 2019 through February 2020, a sample of 31 transactions from two of the school’s accounts were selected for further review (Operating Account ending in X1796, and ASB Trust Account ending in X1826). The CSD noted two checks with amounts over \$10K that lacked a second signature. Details regarding these checks are summarized below.

Item #	Check #	Check Issuance Date	Payee	Check Amount
1	30473	4/11/2019	Kelly Services, Inc.	\$11,320.22
2	30488	4/17/2019	Jules Seltzer Associates	\$20,745.00
			Total	\$32,065.22

Page 28 of ECRA’s Fiscal Policies states: “Two authorized check signers will co-sign checks in excess of \$10,000 for all non-recurring items.”



In response to the CSD’s observations above, ECRCH’s ED stated: “With regards to the two authorized check signers on checks over \$10,000 for all non-recurring items, we have shifted to the use of Book2Bank to monitor this aspect of two authorized check signers. Book2Bank is an automated payment system that our bank uses to pay bills. Book2Bank requires an authorized check signer to electronically approve and sign a check. It has been set up to require two check signers on any checks over \$10,000; Book2Bank will not issue a check that is over \$10,000 without two valid signatures. During the initial setup, there have been some issues with duplicated signatures and a lack of a second signature on checks. City National Bank (CNB) has acknowledged the error on their part. This fiscal year, we have been able to catch the Book2Bank errors and stopped the payment from being processed. The Business Office has been checking for the signatures on checks over \$10,000 to make sure that they follow the [Fiscal Policies & Procedures] guidelines. On a rare occasion, if a check needs to be signed at the school, the Business Office staff is well aware that two signatures are needed for any checks over \$10,000.”

The CSD recommends that ECRCH strictly adhere to its governing board-approved fiscal policies and procedures concerning reviews and approvals of checks for \$10K or more.

4. Bank Reconciliation Reports:

a. Outstanding Checks:

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from October 2019 through March 2020, the CSD noted 37 checks totaling \$23,242.64 in the aggregate drawn on ECRCH’s Operating Account that, as of March 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are summarized below.

Item #	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 3/31/2020)	Transaction Description
1	30254	3/8/2019	Interquest Detection Canines	\$350.00	389	1/16/19 & 1/28/19 - Canine Inspection 356-0119
2	11834	3/11/2019	School Employee	\$71.84	386	VAPA Program - Grieb Lighting Equipment
3	11835	3/11/2019	School Employee	\$105.78	386	Paint, Supplies for Drama Dept. General



4	11924	3/25/2019	Jim Russell	\$126.00	372	3/27/19 JV Ump Var Ref Boys Volleyball vs Cleveland HS
5	30360	3/26/2019	Jules Seltzer Associates	\$174.64	371	133430 TECH DEPT.
6	11943	3/28/2019	Tony Gazzera	\$77.00	369	3/29/19 Var Plate Softball vs Taft HS
7	12040	4/11/2019	School Employee	\$60.00	355	Publicity Shots for Choral Groups
8	12066	4/23/2019	BYU Continuing Education Independent Study	\$180.00	343	First Year French, Part 1:FREN 041 IS Program Alt Ed
9	12102	4/30/2019	School Employee	\$5.22	336	Institute of Educational Development Block Schedule Conference
10	30610	5/15/2019	McCalla Company	\$1,388.68	321	Rhino Extractor
11	12176	5/20/2019	School Employee	\$125.00	316	Boys Volleyball Preseason Tournament
12	12258	6/10/2019	El Camino Real Charter High School	\$110.57	295	General Operation
13	30799A	6/26/2019	Bill Ferrell Co.	\$1,380.20	279	
14	30826	6/27/2019	Matthew Flynn	\$100.00	278	6/18/19 Textbook Refund
15	30805	6/27/2019	Philip Embleton	\$86.00	278	6/18/19 Textbook Refund
16	12325A	6/28/2019	Spectrum	\$78.00	277	(Time Warner Cable)



17	N/A	6/28/2019	AllSale Electric, Inc.	\$154.55	277	Imported Through CSV-Credit Card
18	12353	7/3/2019	School Employee	\$37.16	272	Learning & the Brain Conference
19	12477	8/22/2019	School Employee	\$31.74	222	Student store receipt rolls
20	30989	9/4/2019	Bolton & Company	\$11,314.80	209	Applied to INV# 80773, payment was then returned
21	12600	9/20/2019	School Employee	\$68.79	193	Senior Picnic Mileage
22	12684	10/7/2019	School Employee	\$1,378.69	176	AP Seminars Silicon Valley Travel Reimbursement
23	12771	10/17/2019	Youna Sapin Leray	\$30.00	166	Refund for Homecoming Dance
24	12767	10/18/2019	NJROTC	\$500.00	165	Football Game Gate Supervision 10/18/19 vs Taft CHS
25	12805	10/29/2019	Chloe Chardron	\$30.00	154	Refund for Homecoming Dance
26	12810	10/30/2019	Amy Cardona	\$35.00	153	Refund for Homecoming Dance
27	12873	11/5/2019	School Employee	\$81.00	147	Boys Water Polo vs Venice HS - 11/6/19 Varsity Game - CIF-LA Playoff Game - RD1 Referee



28	12904	11/8/2019	California Interscholastic Federation	\$2,858.52	144	Inv# 4429 Annual Dues for 2019-20 Year
29	31319	11/18/2019	Four S Hospitality Group, Inc. (Hilton Garden Inn)	\$1,685.40	134	INV#002 Hotel Rooms 10/25/19
30	N/A	11/21/2019	School Employee	\$118.00	137	Girls Water Polo vs Louisville HS - 11/21/19 Varsity and JV games Ref
31	13095	12/9/2019	AT&T	\$156.42	113	11/7/19-12/06/19 818 347-3635 Alt Ed Line 2
32	13094	12/9/2019	AT&T	\$160.80	113	11/7/19-12/6/19 818 704-5329 Right Side Alarm
33	13093	12/9/2019	AT&T	\$156.42	113	11/7/19-12/6/19 818 716-0428 Left Side Alarm
34	13096	12/9/2019	AT&T	\$156.42	113	11/7/19-12/6/19 818 348-4152 Fire Alarm 2
35	13121	12/11/2019	Steve Hasson	\$165.00	111	Student Withdrawal Refunds - Yearbook, Act. Card, Laptop insurance, Cafe Reimbursement
36	CR29	12/20/2019	Julie Arellano	\$25.00	102	Computer Case Replacement
37	13217	12/23/2019	Deanna Savakova	\$30.00	99	Refund for Homecoming



			TOTAL	\$23,242.64		
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Page 33 of ECRA’s fiscal policies and procedures states: “Any discrepancies regarding the paid checks or any checks over 90days will be researched and if applicable deleted from the accounting system.”

In response to the CSD’s observations above, ECRCH’s ED stated: “The Business Office will pull weekly reports to see if any checks are getting close to being over 90 days old. The Business Office will reach out to these companies/individuals and keep detailed records of any contracts to try to resolve any issues. The report will be presented to the Executive Director until the new CBO is in place.”

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

b. Lack of Policy (Review and Approval of Bank Reconciliation Reports)

ECRA’s current Fiscal Policies & Procedures Manual is silent regarding the review and approval of the school’s Bank Reconciliation Reports. Based on a sample of the school’s October 2019 through March 2020 Bank Reconciliation Reports prepared by the school’s back office services provider firm (ICON), the CSD noted that these Reports were missing both the review date and the printed name and title of the reviewer.

In response to the CSD’s observations above, ECRCH’s ED stated: “Moving forward, the CBO (or the Executive Director in absence of CBO) [would sign the bank reconciliation reports that] they have reviewed...as this will add another level of internal control to this process.”

The CSD recommends that ECRA revise its current fiscal policies and procedures to include a policy for reviewing and approving the school’s Bank Reconciliation Reports when prepared, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval process performed by the back office service provider.

5. Deviation from Governing Board Policy Regarding Use of School Credit Cards:

During the CSD’s review of a sample of the school’s credit card transactions, the CSD noted that the school did not provide a copy of the “Credit Card Responsible Use Form” for the former CBO, as required by ECRA’s fiscal policies and procedures.

Page 21 of ECRA’s fiscal policies and procedures states: “Prior to issuance of a credit card to an employee, the employee shall review and sign the “Credit Card Responsible Use Form.” (Appendix II).

In response to the CSD’s observation above, ECRCH’s ED stated: “As far as the ‘Credit Card Responsible Use Form’ (Appendix II), the Chief Compliance Officer has added this item to his list of compliance documents that need to be executed. We will also embed a



self-imposed due date to make sure it is completed within the first two weeks of the new school year. We will also provide a copy to the CSD within that time frame.”

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the use of school credit cards.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at ECRA’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

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

NetSuite’s Approval Workflow:

Based on documentation furnished by ECRCH’s Business Office in response to the CSD’s segregation of duties follow-up questions, the CSD noted that a “Controller” position was referenced in the school’s NetSuite System workflow regarding approvals of purchases over \$10K and approvals of journal entries (despite there being no such position at the school nor such authority assigned to this position in practice). However, ECRCH’s NetSuite System workflow screenshots furnished to the CSD indicated that this approval authority is also assigned to the school’s Chief Business Officer. Per the CSD’s discussion with ECRCH’s ED and the school’s Project Assistant, the CSD was advised that approvals of purchases over \$10K and approvals of journal entries were indeed performed by ECRCH’s former Chief Business Officer. On April 24, 2020, ECRCH’s ED notified the CSD that, as of April 17, 2002, ERCH’s former CBO was no longer employed by the school, and the CSD was advised that all business-related matters requiring ECRCH’s attention should be addressed to ECRCH’s ED.

In response to the CSD’s concerns regarding the proper segregation of duties and checks and balances during the vacancy of the CBO position, ECRCH’s ED explained: “The Program Manager approves purchases from 0-\$999. The Program Director approves purchases from \$1,000-\$9,999. The CBO (now the Executive Director) approves purchases over \$10,000. The person that approves the purchase cannot be the same person signing the check. It is important to note that we only have one level of approval for purchases requisitions (either a Program Manager or Program Director can make the approval). Currently[,] the ED approves [payments] over \$10,000[,] but the two check signers must be different than the ED.” The CSD was further advised that, currently, these two check signers are the two designated Assistant Principals. Additionally, based on the CSD’s review of the school’s check registers and bank statements for the period from March 2020 through May 2020, the school did not purchase any items that cost more than \$10K. All the cash/check disbursements made greater than \$10K pertained to payments to service providers previously approved by the school, employee-related expenses or benefits, utility bills, legal fees, etc. During the March 2020 through May 2020 timeframe, the CSD did note one reimbursement check made payable to ECRCH’s ED (for \$18), one to the organization’s Chief Compliance Officer (for \$25), and a reimbursement to one of the two Assistant Principals currently designated as a check signer (for \$213.10). Finally, on June 26, 2020,



<p>the CSD was advised that the ECR governing board has postponed its discussion and vote on the contract for a potential CBO to a future board meeting date (most likely, to its July 2020 board meeting).</p> <p>The CSD recommends that the school review and revise its NetSuite workflow regarding approvals and threshold amounts by each of the positions indicated in the system, and align with the approval authorities/positions in practice with those outlined in the school's governing board-approved fiscal policies and procedures.</p> <p>The CSD will continue to monitor these issues and the NetSuite workflow process status through oversight. The results may be factored into the school's rating for next year.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns noted in this report.</p>	

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from October 2019 through March 2020. Selected all six of these months for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. City National Bank Checking Account Ending in X1761 (Main Deposit Account)
 - b. City National Bank Checking Account Ending in X1796 (Operating Account)
 - c. City National Bank Checking Account Ending in X1826 (ASB Trust Account)
3. Reviewed credit card statements from August 2019 through January 2020. Selected the months of August 2019 through January 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. American Express Credit Card Ending in X1039 (Former Chief Business Officer, pending account closure in June 2020)
 - b. American Express Credit Card Ending in X1005 (Executive Director)
4. Reviewed the following 31 checks and 20 bank transactions (City National Bank Operating Account Ending in X1796 and City National Bank ASB Trust Account Ending in X1826). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 1068, 1260, 1297, 1307, 11850, 12001, 12070, 12080, 12116, 12262, 12361, 12395, 12418, 12433, 12472, 12684, 126868, 12903, 13004, 13029, 13137, 13198, 13349, 13493, 13521, 13542, 30473, 30479, 30488, 30767, and SPACH13.
 - b. **Debit/Credit Transactions** [transaction dates and amounts] (City National Bank - Operating Account Ending in X1796 and City National Bank - ASB Trust Account Ending in X1826): (1) 10/1/2019 - \$1,428.00; (2) 10/10/2019 - \$24,193.92; (3) 10/15/2019 - **(\$87.39)**; (4) 10/30/2019 - **(\$5,982.14)**; (5) 11/1/2019 - \$2,206.43; (6) 11/21/2019 - \$51,695.73; (7) 12/3/2019 - \$10,148.94; (8) 12/20/2019 - \$1,420.00; (9) 1/6/2020 - \$37,729.04; (10) 1/8/2020 - **(\$90.00)**; (11) 1/9/2020 - **(\$350.00)**; (12) 1/24/2020 - **(\$35.00)**; (13) 1/28/2020 - \$4,370.00; (14) 2/5/2020 - \$7,319.86; (15) 2/19/2020 - \$788.40; (16) 2/21/2020 - \$2,552.00 (17) 3/10/2020 - \$5,070.00; (18) 3/16/2020 - \$3,919.08; (19) 3/24/2020 - \$0.94; and (20) 3/24/2020 - **(\$22.50)**.
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$11,855,286, and total expenditures equal \$40,081,168. Therefore, the school's cash reserve level is 29.58%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at ECRCH. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. ECRCH disclosed that it has a revolving line of credit with a third party lender, City National Bank. According to the school, this credit line allows the school to borrow up to \$5,000,000 [with an index rate equal to the greater of (a) 2.5% per year, or (b) the "Prime Rate" of CNB****], with a maturity date of February 28, 2022. According to ECRCH's ED, this line of credit was obtained for operating purposes. The supporting documentation provided to the CSD consists of: 1) The executed Security Agreement from City National Bank; and 2) The November 19, 2019



ECRA Board of Directors meeting minutes. The CSD was advised that, as of the date of this report, the school had made no draws against this credit line. *** In this instance, the “Prime Rate” refers to the most recently rate announced by CNB at its principal office in Los Angeles, California.

10. Pursuant to AB 1871, a signed written statement that indicates that ECRCH is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
11. ECRCH disclosed two pending legal matters:
 - a. A civil suit filed by a former administrator with the Los Angeles County Superior Court on or about November 20, 2019, alleging unlawful discrimination based on race, gender, age, and hostile work environment/harassment. The CSD was advised that a hearing on the demurrer has been scheduled for August 12, 2020. The CSD was further advised that there have been no settlement discussions.
 - b. A civil suit filed by a current certificated staff member with the Los Angeles County Superior Court on or about October 11, 2019, alleging unlawful discrimination based on race, and retaliation. The CSD was advised that ECRCH’s counsel filed a demurrer to this complaint and the Plaintiff filed his/her First Amended Complaint. The CSD was further advised that a Case Management Conference has been scheduled for October 22, 2020.

ECRCH asserted that both matters are covered by ECRCH’s insurance and do not anticipate any significant financial impact to the school.

12. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
13. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
14. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
15. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
16. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
17. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
18. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
19. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
20. Evidence of ECRCH offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
21. Equipment inventory was provided.
22. The 2019-2020 LCAP was submitted to LAUSD.
23. The most current LCAP is posted on the charter school’s website.
24. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website.
25. The most current Audited Financial Statements are posted on the charter school’s website.
26. The 2018-2019 audited and unaudited actuals nearly mirror each other.
27. Per ECRCH, and per the school’s 2017-2018 independent audit report, the \$16,196,781 prior-year adjustments reflected in the school’s 2017-2018 audit report (** as summarized in the financial table under Areas of Demonstrated Strength and/or Progress above), was primarily due to a significant decrease in the school’s unfunded Other Post-Employment Benefits (OPEB) liability (as a result of Post-65 Retirees being required to enroll in Medicare Advantage, as per the 2017-2018 independent audit report).

Per ECRCH’s actuary, the **(\$5,183,760)** in prior-year adjustments reflected in the school’s 2018-2019 audit report (***) as summarized in the financial table under Areas of Demonstrated Strength and/or Progress above) is primarily due to the increase in the Accumulated Post-Employment Benefit Obligation of \$5,182,848, and the components of the actuarial loss consist of the following factors:



- Economic conditions that were less favorable than expected on June 30, 2019, leading to a decrease in the discount rate (to 3.65% from 4.1%);
- An increase in the number of retirees receiving benefits and the number of actively-employed participants potentially eligible for future benefits; and
- Updated mortality and trend rates.

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

During the 2015-2016 oversight visit, the CSD noted that the school did not follow all of its board-approved fiscal policies and procedures, and significant discrepancies were noted in the sample of school credit cards and checks reviewed. Various notices were issued by the CSD/LAUSD, including a Notice of Violation in August 2016. On or about October 18, 2016, El Camino Real Charter Alliance entered into a Memorandum of Understanding (MOU) with LAUSD to set aside the revocation proceedings in 2016 and address substantial fiscal and governance issues.

One of the requirements to fulfill the MOU with LAUSD was the requirement for ECRCH to enter into a new Study Agreement with FCMAT, to review ECRCH's operations and procedures. FCMAT's Study Agreement indicated that it would provide follow-up technical assistance by meeting with the school quarterly through June 2018. Following the final visit, FCMAT would provide a management letter documenting that the requested services were completed. FCMAT performed its final visit on June 29, 2018. FCMAT issued three management letters to the school, which were dated October 2, 2017, February 14, 2018, and September 17, 2018 (the Final Management Letter), respectively, referencing FCMAT's findings and recommendations. FCMAT's Final Management Letter referenced the school's implementation of many of its prior recommendations.

The school has sufficiently addressed all items in the MOU, including, but not limited to, the following:

- The removal of the former Executive Director (effective October 26, 2016);
- Completion of the employment contract for the new Executive Director of ECRCH (effective 10-26-16 through 06-30-17, which was further renewed through 06-30-20);
- The removal of the former Chief Business Officer (CBO) (effective December 31, 2016);
- The removal of certain former governing board members and the installation of new board members, including an LAUSD-appointed representative;
- Significant changes to ECRCH's bank and investment accounts;
- Appropriate changes to the school's fiscal policies and procedures, which were adopted by the school's governing board on December 14, 2016 (and other subsequent dates);
- Training on the revised Fiscal Policies and Procedures for both existing and new governing board members on December 14, 2016 (and other subsequent dates);
- The hiring of a new Chief Compliance Officer (effective February 1, 2017);
- The hiring of a new CBO (effective April 25, 2017- see the latest status regarding the organization's CBO in the Other Observations section above);
- A new Study Agreement between ECRCH and FCMAT (entered into on July 6, 2017) for FCMAT to review the charter school's operations and procedures; and
- The completion of FCMAT's final visit in June 2018, followed by FCMAT's final management letter referencing the school's implementation of many of FCMAT's prior recommendations.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **June 18, 2020**

In summary, ECRCH continues to make progress toward its implementation of all actions required by the aforementioned MOU. The CSD will continue to monitor the school's progress and compliance with these MOU provisions above through the remainder of the school's 2016-2021 charter term.



Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871)); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school’s budget. <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>



A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

A new school would be assessed as Unsatisfactory based on the statements below:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

New Schools:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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