



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2022-2023 SCHOOL YEAR

FOR

EL CAMINO REAL CHARTER HIGH - 8617

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



Charter School Name: El Camino Real Charter High		Location Code: 8617	
Current Address: 5440 Valley Circle Blvd. 7401 Shoup Ave.		City: Woodland Hills West Hills	ZIP Code: 91367 91307
Phone: 818-595-7500 818-857-5119		Fax: 818-595-7501 818-595-7519	
Current Term of Charter¹: July 1, 2021 to June 30, 2026		LAUSD Board District: 3	LAUSD Region: North
Number of Students Currently Enrolled: 3586	Enrollment Capacity Per Charter: 3800	Number Above/Below Enrollment Capacity (day of visit): Below by 214	
Grades Currently Served: 9-12	Grades To Be Served Per Charter: 9-12	Percent Above/Below Enrollment Capacity (day of visit): Below by 5.63%	
Norm Enrollment Number: 3479			
Total Number of Staff Members: 292	Certificated: 169	Classified: 123	
Charter School's Leadership Team Members:	David Hussey, Executive Director; Dean Bennett: Administrative Director; Juan Alba, Administrative Director; Jason Camp, Administrative Director; Minita Clark, Administrative Director; Emily Larew, Administrative Director; Zasha Endres, Administrative Director; Gregory Wood, Chief Business Officer; Kurt Lowry, Director of Human Resources and Compliance; Marissa Dominguez, Human Resources Specialist		
Charter School's Contact for Special Education:	Emily Larew	SELPA & Option:	LAUSD SELPA & MOU Option 3
CSD Assigned Administrator:	Imelda Phillips	CSD Fiscal Oversight Manager:	Sally Ngov
Other School/CSD Team Members:	Sarah Ziegenhorn, Senior Coordinator; Christine Kae, Specialist; Luis Aguilar, Specialist; Lorraine DeCuir Chaffee, Fiscal Oversight Administrator; Lourdes Ramirez, Fiscal Oversight Administrator		
Oversight Visit Date(s):	March 1, 2023	Fiscal Review Date (if different):	N/A
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes; Sole Occupancy Agreement	LAUSD Co-Location Campus(es) (if applicable):	N/A
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A

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



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



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

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

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



GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> • G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership. The governing board consists of six governing board directors, which is in alignment with the organization’s bylaws. Additionally, the school’s governing board has an LAUSD appointed board member. Charter school leadership provided evidence of member rosters, yearly calendars, agendas, and minutes of School Site Council and the English Learner Advisory Committee (ELAC). In addition, agendas and minutes of the Finance and Investments Committee for the past six school years are available in the school’s website. The executive director’s evaluation system was provided, and it includes the following five elements: Communication, Leadership, School Culture and Climate, and Professional Growth, and Areas to Work On. Some of the specific actions, which include but are not limited to are: <ul style="list-style-type: none"> ○ <i>Communication – Establish clear and consistent lines of communication with all departments</i> ○ <i>Leadership – Develop a system of classroom observations for you and the admin team to regularly monitor instruction</i> ○ <i>School Culture and Climate – Create regularly scheduled monthly meetings with all staff and admin to discuss ways to improve and enhance ECRCHS</i> ○ <i>Professional Growth – Engage in critical self-reflection to consistently revise practice to increase effectiveness</i> ○ <i>Areas to Work On – Continue to work on providing clear expectations to staff</i> • G2: BROWN ACT - The Governing Board complies with all material provisions of the Brown Act. Based on review of governing board agendas and minutes posted on the school’s website, agendas are provided to the public within the required 72 (regular meetings) or 24 (special meetings) hour notice requirements, include opportunity for public comment and identify teleconference locations. Board meeting agendas, minutes, board materials, audios and/or videos of all Board meetings are posted and maintained on the school’s website for the past 11 years. Document review verified that Brown Act training was provided to all governing board members on September 12, 2022. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None.	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes:	
None.	
<p>*NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2023

Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).



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

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

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

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



G2: BROWN ACT - QUALITY INDICATOR #2

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

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

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

G3: DUE PROCESS - QUALITY INDICATOR #3

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

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

Rubric	Sources of Evidence
--------	---------------------



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

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

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

Rubric	Sources of Evidence
---------------	----------------------------



Performance	<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: (B1.14a) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14b) <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) (B1.14c) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
--------------------	---	--



G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure fiscal viability:

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

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



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

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Performance Category
Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input type="checkbox"/> NO Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, what is the school’s identification? (See additional information within “Notes” section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

Areas of Demonstrated Strength and/or Progress

- **A1: DASHBOARD SCHOOLWIDE ELA INDICATOR** - The 2022 schoolwide Dashboard ELA Indicator Status is High with an average Distance From Standard (DFS) of 36.8, which is higher than the state average DFS of -12.2.
- **A2: DASHBOARD SCHOOLWIDE MATH INDICATOR** - The 2022 schoolwide Dashboard Math Indicator Status is Medium with a Distance From Standard of -47.5, which is higher than the state average DFS of -51.7.
- **A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR** - The 2022 schoolwide Dashboard Suspension Rate Indicator Status is Low, with a rate of 0.7% of students suspended at least once, which is lower than the state's rate of 3.1%.
- **A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR** - The 2022 schoolwide Dashboard Graduation Rate Indicator Status is High with a rate of 93.0%, which is higher than the state average of 87.4%.
- **A8: DASHBOARD STUDENT GROUP ELA** - All numerically significant student groups have "Status/Distance From Standard (DFS)" scores above the statewide DFS. The school's seven numerically significant student groups' (Asian, Filipino, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White) DFS were 101.8, 73.4, 4.8, 14.5, -95.2, 46.9, and 37.7, respectively, as compared to the state at 63.0, 42.9, -38.6, -41.4, -97.3, 25.1, and 21.9, respectively.

Areas Noted for Further Growth and/or Improvement

- **A9: DASHBOARD STUDENT GROUP MATH** - Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS. The school's seven numerically significant student groups' (Asian, Filipino, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White) DFS were 21.9, 4.1, -89.9, -69.3, -184.7, -27.6, and -35.1, respectively, as compared to the state at 48.4, 2.7, -83.4, -84.0, -130.8, -9.9, and -13.4, respectively. To address student performance in Math, school leadership shared:
 - *As a school we saw a greater learning loss from COVID in math than in ELA, which was common across the State. As a result, the math department has begun to implement a new research-based program called, Edgenuity to connect common core state standards with the curriculum. Edgenuity has allowed teachers to gather data in a way that is meaningful and comprehensible. It also allows teachers to pinpoint learning loss areas.*
 - *The formation of collaborative teams (course alike courses) and the PLC process has given math teachers the opportunity to create common formative assessments and use the data to guide instruction. This process gives students an opportunity to improve or master the skills needed to succeed in those courses and improve test scores.*
 - *A new testing and data coordinator is in place to help collect and analyze data for the staff. The coordinator helped develop a new student friendly schedule (based on feedback and research) that will help support student achievement.*

Corrective Action Required

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



Notes:

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

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

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

- Students must earn an overall score of 4 on the Summative ELPAC assessment.
- Students must earn a C or better in their English or ELD class.
- Students must earn a score of Basic or better on the Reading Inventory assessment.

The charter school will also consider the following during the reclassification process:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test.
2. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

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

Graduation Criteria (high schools only):

To earn a diploma at El Camino Real Charter High, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. The curriculum or course of study is designed to meet A-G requirements.

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



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input checked="" type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

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

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

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



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

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

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

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

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

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



Performance	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	---

A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

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

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	---

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2021-2022 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board (B3.2i)

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

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

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

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

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

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 9, 10, 12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
--	-------------------------	---	---



Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 9, 10, 12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
Academic Progress Indicator: CAASPP (ELA)	Grade Levels: 11	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
Academic Progress Indicator: CAASPP (Math)	Grade Levels: 11	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met

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

- The charter school disaggregated student performance data for the following student groups: Grade Levels, Asian, Black or African American, Hispanic or Latino, Multi-ethnic, White, Filipino, Socioeconomically Disadvantaged, and Students with Disabilities.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

Postsecondary Outcomes (high school only):

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

Notes:

Per school leadership, the school is implementing the following plan of action to ensure 95% participation rate on tests: *A new testing and data coordinator is in place to help make sure we reach the 95% participation rate. The coordinator helped develop a new student friendly schedule (based on feedback and research) that will help support student achievement. The school has decided to move the testing time frame to make sure we have more time to follow up with students. This year the coordinator went into the classrooms and spoke to the students about the importance of the test. As well as meeting with teachers in small groups to make sure they understand the testing guidelines and procedures.*

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

On December 8, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to approve with benchmarks the charter renewal petition of El Camino Real Charter High. El Camino Real Charter High must meet the following benchmarks during the 2021-2026 charter term demonstrating its progress related to the following:

- The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard’s English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher



than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. As of the issuance of this report, there is no update due to lack of Dashboard data regarding Change Level.

- 2. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard’s Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. As of the issuance of this report, there is no update due to lack of Dashboard data regarding Change Level.

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

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



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2, Developing

Areas of Demonstrated Strength and/or Progress

- **O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES** - The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Evidence provided included:
 - The 2022-2023 Parent Student-Handbook, also available on school’s website
 - Visitor Policy and Procedures that include safety protocols
 - The Sole Occupant Agreement with LAUSD and the Amendment to the Sole Occupant Agreement
 - Conditional Use Permit of the North Campus
 - Documentation of student immunization and health screenings per applicable law:
 - 2023 health screenings dates were March 9, 20, 21, 22, 23, and 29
 - Comprehensive Health, Safety and Emergency Plan, including:
 - Emergency team roles and assignments
 - Evacuation route maps for both campuses
 - Review of 2021-2022 Goals
 - Goals for 2022-2023
 - Student ID card printed with the National Suicide Prevention Lifeline phone number in addition to the following:
 - Crisis Text Line
 - Teen Line
 - National Domestic Violence Hotline
 - Department of Mental Health Line
 - Trevor Lifeline
 - Pupil Suicide Prevention Policy in compliance with AB 2247 and AB 1767, which included:
 - Board Minutes when policy was approved, June 28, 2017
 - Contact information of school personnel who act as suicide prevention liaisons
 - Completion of 2022-2023 training courses and roster of attendance

- **O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT** - The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns. Teacher focus group and document review confirmed the following, “Our Instructional Leadership Team meetings allow school site stakeholder groups (department chairs, coordinators, administrators) an opportunity to dialog (Sic) about educational programs.” Document review and school website confirmed the following, “In addition to opportunities at Board and SSC meetings, students have an avenue of communication through student government (SACC meetings and informal meetings with administration). Parents provide input via Friends of ECR-PTO, School Site Council, ELAC, Latino Parents Group, school committees, the Rise African-



American Parent Group, and informal communications (phone calls, emails).” A sample of topics covered in the following committees per document review are:

- *School Site Council*
 - *LCAP*
 - *School Climate and Discipline*
 - *Single Plan for Student Achievement*
 - *ELAC updates*
 - *Intervention for Low Performing Students*
 - *Wellness Center*
- *ELAC*
 - *ELPAC Testing*
 - *Intervention for EL Students and Reclassified Students*
 - *Reading Inventory*
 - *Reclassification Criteria*
 - *Review SPSA and Schoolwide Goals*

- **O9: TRANSPARENCY FOR STAKEHOLDERS** - The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The following information is available through the school’s website: Approved Charter, Local Control and Accountability Plan, Uniform Complaint Procedures, Title IX Policy, School Accountability Report Card, Charter School Transparency Act information, Human Trafficking resources, access to available mental health services, and financial audit reports. Financial audit reports are available on the school’s website for the past eight years. Document review and the school’s website confirmed the following: *Parents/Guardians/Students have continuous access to attendance and course grade information through the Aeries student information system. They can look period by period to check on class attendance and can look into each teacher’s gradebook to check on assignments and grades. Our teachers use the Canvas learning management system to post assignments and Microsoft Teams Links. In addition, we have the traditional five week reporting periods for progress reports and report cards. Counselors also meet with students at least twice a year to discuss course selection, academic progress, and progress toward meeting graduation requirements. The College Office annually distributes the School Profile which contains a variety of school demographic and performance data. The most recent School Accountability Report Card, WASC report, and School Profile are available on the school website.*

Areas Noted for Further Growth and/or Improvement

- **O2: HEALTH AND SAFETY TRAINING AND PREPARATION** - The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. Document review verified that faculty and staff participate in annual training on child abuse mandated reporter training, bloodborne pathogens training, and Pupil Suicide Prevention and Awareness Training. However, review of the “ESSA Grid” and review of training documentation revealed inconsistent application of the established systems and procedures for ensuring compliance with conducting child abuse mandated reporter training in accordance with Ed. Code, § 44691 and thus, the school has received an overall rating of ‘2’ in this ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS category. In response, El Camino leadership shared an action plan that included commitment to the following:



Provide a hard deadline for mandatory training at week 4, any employee who has not completed training will be summoned by HR to complete the training in the HR office on a loaner laptop. HR's goal is to be 100% complete by week 5.

- **O11: CLEARANCES AND CREDENTIALING COMPLIANCE** - 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. During the first day of the oversight visit (February 28, 2023), CSD staff was unable to review the ESSA Grid due to missing supporting documents. During the second day of the oversight visit (March 1, 2023) CSD staff was unable to review the ESSA Grid due to misalignment between what was written on the ESSA Grid and the documents provided. To ensure that the ESSA Grid and supporting documentation is ready for the 2023-2024 oversight visit, school leadership has shared the following Action Plan:
 - *Review all documents provided by the CSD during the summer break to ensure any new revisions and documents are being used per CSD guidelines.*
 - *Contact CSD for clarification as needed*
 - *Request [El Camino] HR Specialist to have access to Dropbox to ensure all uploaded files are correct and accessible, creating additional check and balance in the processing of documentation.*
 - *[El Camino] HR Specialist has applied for Custodian of Records access with the DOJ.*
 - *Follow [El Camino] HR's new hire/onboarding checklist which indicates all required documentation (TB, Credential information, ELA Authorization, etc.) has been received and reviewed before first day of employment.*
 - *Verify the information on the ESSA matches the information provided in the 3A Binders.*
 - *Add new hires to the ESSA grid and review weekly making sure they've completed the mandatory training.*

Corrective Action Required

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

Notes:

None.

***NOTE:**

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



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

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent (B3.1b) <input checked="" type="checkbox"/> Student immunization (B3.1h) <input checked="" type="checkbox"/> Health screening (B3.1h) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1c) <input checked="" type="checkbox"/> Evacuation route maps (B3.1c) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.1k) <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure:

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input checked="" type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1g) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.1i) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.1j) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.2i, B3.2j, B3.2k) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.2c) (new schools only) <input checked="" type="checkbox"/> WASC accreditation (B3.2d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.2e) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (B3.2g) <input checked="" type="checkbox"/> Mathematics Placement Assessment (school serving 9 th graders) (B3.2m) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.3a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.3a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.3a) <input checked="" type="checkbox"/> Professional development documentation (B3.3a and B3.3c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.2j) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.3a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.3b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) (B3.3b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.3b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.3b) <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.3b) <input checked="" type="checkbox"/> Data monitoring (B3.3b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

<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	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.3c) <input checked="" type="checkbox"/> Professional development training materials (B3.3c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.3c) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

<p><i>The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> • Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP • Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable • The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness. 		
	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.3d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.3d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.3d) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison (B3.3d) <input checked="" type="checkbox"/> School website (B3.3e) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
--------------------	--	---

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution UCP and all complaint procedures Title IX information is available in applicable languages as required by law Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428 Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381 Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (high schools only) 	
Rubric	Sources of Evidence



Performance

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

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



	<input type="checkbox"/> Other: (Specify)
--	---

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 			
Rubric	Sources of Evidence		
Performance	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements </td> <td style="width: 40%; padding: 5px;"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)		



O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

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

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

N/A



Annual Performance-Based Oversight Visit Report

8617	2019-2020					2020-2021					2021-2022				
El Camino Real Charter High	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		12,528,799	12,729,061	27,178,283	13,282,107		28,320,081	30,832,911	45,785,550	24,535,106		29,698,121	21,939,977	51,345,897	23,373,143
Current Assets		15,972,807	16,173,069	31,770,424	18,467,508		36,797,191	40,130,973	49,283,994	28,033,551		31,558,718	31,257,323	52,685,860	31,797,415
Fixed and Other Assets		7,171,062	7,171,062	7,143,296	6,664,512		6,965,458	6,937,306	6,364,427	6,363,656		6,317,733	6,317,733	6,232,487	6,232,487
Total Assets		23,143,869	23,344,131	38,913,720	25,132,020		43,762,649	47,068,279	55,648,421	34,397,207		37,876,451	37,575,056	58,918,346	38,029,902
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,430,130	2,430,130	2,827,354	2,716,644		619,128	1,156,375	2,829,888	3,068,305		5,174,488	5,174,488	6,118,645	5,860,387
Other Long Term Liabilities		0	0	193,596	0		4,009,296	4,009,296	4,048,391	0		232,691	232,691	243,890	0
Unfunded OPEB Liabilities		12,535,595	12,535,595	30,003,560	16,387,765		31,344,005	32,037,227	32,697,438	11,447,081		10,446,629	10,446,629	26,203,640	5,744,200
Total Liabilities		14,965,725	14,965,725	33,024,510	19,104,409		35,972,429	37,202,898	39,575,717	14,515,386		15,853,808	15,853,808	32,566,175	11,604,587
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		8,178,144	8,378,406	5,889,210	6,027,611		7,790,220	9,865,381	16,072,704	19,881,821		22,022,643	21,721,248	26,352,171	26,425,315
Total Revenues	40,240,990	40,675,142	41,199,091	42,804,025	44,713,827	36,391,318	42,355,205	42,043,494	48,420,536	53,706,696	45,751,865	49,082,103	46,196,939	43,083,110	51,199,804
Total Expenditures	40,053,513	40,222,624	40,543,347	44,637,477	46,408,878	36,112,422	40,464,195	38,077,323	38,375,445	39,852,486	43,409,347	43,132,164	44,357,512	36,612,760	44,656,310
Net Income / (Loss)	187,477	452,518	655,744	(1,833,452)	(1,695,051)	278,896	1,891,010	3,966,171	10,045,091	13,854,210	2,342,518	5,949,939	1,839,427	6,470,350	6,543,494
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	10,000	10,000	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	187,477	452,518	655,744	(1,833,452)	(1,695,051)	278,896	1,901,010	3,976,171	10,045,091	13,854,210	2,342,518	5,949,939	1,839,427	6,470,350	6,543,494
Net Assets, Beginning	12,232,664	7,725,626	7,725,626	7,725,626	7,722,662	8,378,406	5,889,210	5,889,210	5,889,210	6,027,611	15,237,560	16,072,704	16,072,705	16,072,705	19,881,821
Adj. for restatement / Prior Yr Adj	0	0	(2,964)	(2,964)	0	0	0	0	138,403	0	0	0	3,809,116	3,809,116	0
Net Assets, Beginning, Adjusted	12,232,664	7,725,626	7,722,662	7,722,662	7,722,662	8,378,406	5,889,210	5,889,210	6,027,613	6,027,611	15,237,560	16,072,704	19,881,821	19,881,821	19,881,821
Net Assets, End	12,420,141	8,178,144	8,378,406	5,889,210	6,027,611	8,657,302	7,790,220	9,865,381	16,072,704	19,881,821	17,580,078	22,022,643	21,721,248	26,352,171	26,425,315
Unrestricted Net Assets		8,178,144	8,378,406	5,889,210	6,027,611		7,790,220	9,865,381	14,865,054	19,881,821		21,974,947	21,110,252	25,613,255	26,425,315
Restricted Net Assets		0	0	0	0		0	0	1,207,650	0		47,696	610,996	738,916	0

8617	Audited Financials					2022-2023				
El Camino Real Charter High	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	11,855,286	13,282,107	24,535,106	23,373,143	0		27,596,670	27,523,694	0	0
Current Assets	16,371,598	18,467,508	28,033,551	31,797,415	0		34,728,511	58,255,882	0	0
Fixed and Other Assets	7,174,262	6,664,512	6,363,656	6,232,487	0		6,267,754	6,301,569	0	0
Total Assets	23,545,860	25,132,020	34,397,207	38,029,902	0		40,996,265	64,557,451	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	3,126,484	2,716,644	3,068,305	5,860,387	0		6,100,885	5,003,335	0	0
Other Long Term Liabilities	0	0	0	0	0		243,890	243,890	0	0
Unfunded OPEB Liabilities	12,696,714	16,387,765	11,447,081	5,744,200	0		6,642,503	28,597,049	0	0
Total Liabilities	15,823,198	19,104,409	14,515,386	11,604,587	0		12,987,278	33,844,274	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	7,722,662	6,027,611	19,881,821	26,425,315	0		28,008,987	30,713,177	0	0
Total Revenues	41,020,640	44,713,827	53,706,696	51,199,804	0	48,321,627	51,797,198	55,018,033	0	0
Total Expenditures	40,081,168	46,408,878	39,852,486	44,656,310	0	47,870,517	50,140,382	50,730,171	0	0
Net Income / (Loss)	939,472	(1,695,051)	13,854,210	6,543,494	0	451,110	1,656,816	4,287,862	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	939,472	(1,695,051)	13,854,210	6,543,494	0	451,110	1,656,816	4,287,862	0	0
Net Assets, Beginning	11,966,950	7,722,662	6,027,611	19,881,821	0	21,721,248	26,352,171	26,352,171	0	0
Adj. for restatement / Prior Yr Adj	(5,183,760)	0	0	0	0	0	0	73,144	0	0
Net Assets, Beginning, Adjusted	6,783,190	7,722,662	6,027,611	19,881,821	0	21,721,248	26,352,171	26,425,315	0	0
Net Assets, End	7,722,662	6,027,611	19,881,821	26,425,315	0	22,172,357	28,008,987	30,713,177	0	0
Unrestricted Net Assets	7,722,662	6,027,611	19,881,821	26,425,315	0		26,442,240	27,124,251	0	0
Restricted Net Assets	0	0	0	0	0		1,566,747	3,588,926	0	0



FISCAL OPERATIONS

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

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

El Camino Real Charter High's (ECRCH) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$26,425,315 and net income of \$6,543,494 when factoring in the school's obligation for its unfunded post-retirement medical plan or Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). The 2022-2023 Second Interim projected positive net assets of \$30,713,177 and net income of \$4,287,862.

El Camino Real Charter High School	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets *	\$7,722,662	\$6,027,611	\$19,881,821	\$26,425,315	\$30,713,177
Net Income / (Loss) *	\$939,472	(\$1,695,051)*	\$13,854,210	\$6,543,494	\$4,287,862
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	(\$5,183,760)**	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$11,855,286	\$13,282,107	\$24,535,106	\$23,373,143	\$27,523,694
Unrestricted Net Assets	\$7,722,662	\$6,027,611	\$19,881,821	\$26,425,315	\$27,124,251
Norm Enrollment Reported by the School	3,479	3,517	3,652	3,567	3,479
FINANCIAL RATIO ANALYSIS					
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	29.58%	28.62%	61.56%	52.34%	54.26%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	19.27%	12.99%	49.89%	59.17%	53.47%



Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	523.64%	679.79%	913.65%	542.58%	1164.34%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	67.20%	76.02%	42.20%	30.51%	52.43%

*The Net Asset and Net Income figures represent the school’s financial condition including its actuarial OPEB liability and related expenses for the respective fiscal years. According to the latest ASC 715 Report (issued by a certified actuary on July 12, 2021), and the 2021-2022 independent audit report, as of June 30, 2022, the school’s net accumulated post-retirement benefit obligation was estimated at \$5,744,200. Per ECRCH, its accrued OPEB expenses were \$1,172,803, \$2,771,411, \$3,238,176, and \$2,911,705 for Fiscal Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. \

Per ECRCH’s actuary and its 2021-2022 audit report, the **(\$5,183,760) in prior-year adjustments reflected in the school’s 2018-2019 audit report (as summarized in the financial table above) was 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 (from 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.

Per ECRCH, the school made annual contributions to its OPEB in the amount of \$2,640,000, during Fiscal Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022 for each year. As of June 30, 2022, the market value of ECRCH’s plan assets pertaining to its OPEB funds on deposit with its third-party administrator was reported at \$20.5M, which exceeds the projected post-retirement costs under the school’s OPEB plan over the next 10 years. Based on the June 30, 2022, ASC 715 Report and the 2021-2022 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at \$5.2M over the next 10 years (i.e., from June 30, 2023, through June 30, 2032).

Areas of Demonstrated Strength and/or Progress:

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

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

- 1. Bank Reconciliation Reports Not Prepared and/or Reviewed/Approved Timely:**



Based on the CSD’s review of the school’s Bank Reconciliation Reports for the months of July 2022 through December 2022, the CSD noted Bank Reconciliation Reports that lacked evidence of timely preparation, review, or approvals. A summary of the Reports in question is provided below.

Monthly Bank Statement Ending Date	Reconciliation Report Preparation and Approval Deadline	Actual Reconciliation Report Preparation Date	# of Days Reconciliation Report Late	Actual Date Reconciliation Report Approved and Signed	# of Days Reconciliation Approval Late
7/31/2022	8/31/2022	9/30/2022	30	12/6/2022	97
8/31/2022	9/30/2022	10/7/2022	7	10/7/2022	7
11/30/2022	12/31/2022	1/6/2023	6	1/6/2023	6

Page 31 of El Camino Real Alliance’s (ECRA) Fiscal Policies & Procedures states: "The Personnel Assigned will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation. Completed Bank reconciliation will then be sent to CBO for approval and follow up, if needed.

The CSD recommends that the school’s fiscal policies and procedures include written guidance that the Bank Reconciliation Reports are prepared accurately, reviewed (by someone other than the preparer), and approved in a timely (e.g., not to exceed 60 days from month end).

2. Checks Outstanding for 90 Days or More:

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from July 2022 through December 2022, the CSD noted twenty (20) checks drawn on ECRCH’s operating account ending in X1761, X1796, X1826 and X2717 that, as of December 31, 2022, had been outstanding for 90 days or more. This was an issue cited in the school’s 2021-2022 Annual Performance-Based Oversight Visit Reports under Other Observations. As of the writing of this report, all with the exception of the checks below, have been resolved.



Item	Check #	Check Issuance Date	Payee	Check Amount	Days Outstanding (As of Dec 31, 2022)	Checking Acct	Transaction Description	School's Response
1	30522	7/13/2022	Pitney Bowes	\$1,520.99	171	Acct #1761	Postage Meter and Supplies	ECRCHS was working with vendor to locate check payment sent to their office.
2	2001	7/6/2022	Noe Duran	\$80.85	178	Acct #1826 ASB	AFCA Football	Worked with vendor to find out status of the check.
3	2048	9/13/2022	Susan Mochirfatemi	\$123.75	109	Acct #1826 ASB	SHF Cords	Working with teacher to find out status of check.
4	2052	9/27/2022	Cascade Athletic Supply Co Inc.	\$5,312.49	95	Acct #1826 ASB	Helmets, Baseballs	Working with vendor to find out status of check.
		Total		\$7,038.08				

Page 31 of ECRA’s fiscal policies and procedures states: “Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.”

The CSD recommends that the school continue to adhere to the ECRA Board-approved fiscal policies and procedures regarding this area.

3. Associated Student Body Trust Accounts:

Based on the CSD’s review of the Associated Student Body (ASB) trust accounts, the CSD summarizes the following observations and recommendations:

a) Inactive Associated Student Body Trust (Club/Graduating Class and Scholarships) - Lack of Written Policy on How to Treat Inactive Trust:

Based on the CSD’s review of ECRA’s ASB trust accounts, the school has 102 clubs, graduating classes and scholarship accounts. According to the student store manager, some are inactive trust accounts that have balances remaining and the CSD was informed that ECRA has no written policy on how to handle these inactive ASB trust accounts.

Page 25 of the 2015 FCMAT Associated Student Body Accounting Manual (“FCMAT ASB Manual”) states: “All ASB trust accounts are part of the general ASB, so if a club becomes inactive or closes, any remaining funds would revert to the general student council unless stated otherwise in the club’s constitution or a decision made by students before the club became inactive provides specific instructions to do otherwise. It is best if the district’s ASB board policy or the ASB constitution and bylaws state what is to be done with the funds of a club that has become inactive (for example, the funds should be transferred to the general student council). If the board policy and constitution are silent about inactive clubs, it is appropriate for the general student council to decide on the use of the funds after a reasonable amount of time has passed (e.g., 18 months). If possible, the funds should be used for the same



type of purpose for which they were originally raised. If that proves too difficult because the club is now inactive, FCMAT recommends that the funds be used in a way that will benefit the most students at the school.”

b) Requests for Expenditure of ASB Funds – Lack of ASB Representatives’ Signatures:

CSD observation of ASB expenditures revealed that they lacked student representatives’ signatures.

Page 11 of the FCMAT ASB Manual states: Expenditures cannot be made from ASB funds without appropriate approval. For organized ASB that approval must come with three required signatures. These three signatures meet the requirements for approval in Education Code section 48933(b). These signatures must include a student representative, a board designee (principal) and a certificated advisor.

c) The Student Council Duties Are Not Clearly Defined in School’s Policy:

During CSD segregation of duty interview, ECRA’s Chief Executive Officer (CEO) and store managers both stated the student council does not develop and adopt the ASB budget.

Pages 10 and 11 of the FCMAT ASB Manual state that the main responsibilities of the student council include the following:

- Developing and adopting the annual budget for the student council/leadership class.
- Authorizing the budgets for all student clubs.
- Authorizing fundraising events for all student clubs, with additional authorization from the principal/school administrator if required in that District. In some districts, the student council is not given this authority; rather, it is notified of what the principal/school administrator has approved.
- Approving expenditures, in addition to approval from a board designee and the ASB advisor. In some districts the student council will approve expenditures from all student funds before the spending occurs; in others the general student council approves after the fact; and in others it does not approve any expenditures (for student clubs) but is informed of them. The student council must approve its own expenditures before spending occurs.
- Reviewing financial reports and bank reconciliations from all student clubs.
- Approving new clubs (in addition to approval from the principal/school administrator).
- Approving who will be student council auxiliary members of other functions, such as head of lighting and head of sound.
- Approving the student council’s policies and procedures and determining how student council members will perform their duties, as well as the consequences for nonperformance of duties.

The CSD recommends the school implement policies and procedures which take into consideration the guidance established by FCMAT, including the aforementioned areas concerning the school’s ASB accounts and activities to ensure that ASB funds raised and spent are properly approved, accounted for, and monitored in accordance with sound business practices.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by or during the next oversight visit. The results may be factored into the school’s rating for next year.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2023

Corrective Action Required:

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

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

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2021-2022] audited and unaudited actuals do not mirror each other. There were audit adjustments and reclassification for: 1] a reduction of both Investments and the OPEB Unfunded Liability in the amount of \$20.5M; 2] a reduction of both revenues and expenses adjusting the fair value of Investments in the amount of \$4.8M; 3] Cash in County reduction and an increase in STRS expense for \$1.7M; 4] and a post close increase in revenues of \$850K; 5] reduction of Cash in County for Interest Rate Risk in the amount of \$770K.
3. The school's reported Norm Enrollment was 3,479, 3,517, 3,652, 3,567, and 3,479 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 0 students since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 3,479 students, which is 147 students (or approximately 4.05%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 3,626 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2021-2022 and projects a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials.
4. A Segregation of Duties (SOD) review(s) was conducted at El Camino Real Charter High. No discrepancies were noted.
5. Reviewed 36 checks (and 25 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from July 2022 through December 2022. Selected the months of July 2022 and December 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.
7. Reviewed 6 credit card statements from June 2022 through December 2022. Selected the months of June 2022 and December 2022 for sample testing. No discrepancies were noted.
8. Reviewed student body financial records from January 2022 through December 2022. The CSD's observations were noted under the Other Observations section above.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable
ECRA provided the FASB ASC 715 Actuarial Valuation Report for Post-Employment Benefits Other Than Pensions pertaining to Fiscal Year ending June 30, 2022.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.



5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided. Per the 2021-2022 independent audit, ECRA sponsors a postemployment benefit plan to provide postemployment healthcare benefits (medical, dental, and vision) to eligible retirees and eligible covered spouses and pays a portion of the cost. All active employees that retire directly from ECRCH and meet eligibility criteria may participate. The school accrues actuarially determined costs ratably to the date an employee becomes eligible for such benefits.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was not provided as the charter school has indicated not applicable.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were not provided as the charter school has indicated not applicable.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from January 2022 to December 2022) were provided. No discrepancies were noted.



21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning from June 2022 to December 2022) were provided. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2022 to December 2022, and were provided. The CSD's observations were noted under the Other Observations section above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were provided. The CSD's observations were noted under the Other Observations section above.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. The charter school's plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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

N/A



Fiscal Operations Rubrics

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

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

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



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



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

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <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, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	

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



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

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

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

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

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

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