



# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT** **2016-2017 SCHOOL YEAR** **FOR**

**EL CAMINO REAL CHARTER HIGH SCHOOL - 8617**

Name and Location Code of Charter School

### **LAUSD Vision**

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

### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



<b>Charter School Name:</b>		<b>El Camino Real Charter High School</b>			<b>Location Code:</b>	<b>8617</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
5440 Valley Circle Drive		Woodland Hills, CA	91367	818 595-7500		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2016 to June 30, 2021			3	Northwest		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
3587		3600	9-12		9-12	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>151</b>	<b>Classified:</b>	<b>134</b>	
<b>Charter School's Leadership Team Members:</b>		David Hussey, Executive Director; Daniel Chang Chief Compliance Officer; Lisa Ring, Wendy Treuhaft, Sylvia Yi, Minita Clark, Assistant Principals; Fernando Delgado, Chief Information Officer; Doug Taylor Director of Technology; and Eric Wilson, Director of Sustainability and STEAM Initiatives				
<b>Charter School's Contact for Special Education:</b>		Wendy Treuhaft, AP Student Support Services				
<b>CSD Assigned Administrator:</b>		Aida Tatiossian		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria	
<b>Other School/CSD Team Members:</b>		Sarah Ziegenhorn and Marla Wilmott				
<b>Oversight Visit Date:</b>		03-21-17 and 03-22-17		<b>Fiscal Review Date (if different):</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		Yes		<b>LAUSD Co-Location Campus (if applicable):</b>		n/a

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

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### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s).</p> <ul style="list-style-type: none"> <li>The organization has divided the function of the Chief Financial Officer (CFO) into two positions for a greater degree of overall checks and balances. The CFO position has been separated into the Chief Compliance Officer (CCO) position and Chief Business Officer (CBO) position. The organization currently has a CCO however, experienced a setback when an individual who accepted the CBO position retracted their acceptance. The ad-hoc Finance Committee is looking for a qualified individual to take on this critical role.</li> </ul> <p><b>G3:</b> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public (Please see Notes section for recommendation).</p> <ul style="list-style-type: none"> <li>The school has assigned staff in place to address the myriad of concerns that arise from students, parents, and teachers at this large comprehensive high school of approximately 3,600 students. Based on the Charter School Division’s oversight 365, school leaders are responsive to CSD inquires and follow board approved policies and procedures in resolving complaints.</li> </ul> <p><b>G5:</b> The Governing Board monitors school performance and other internal data to inform decision-making. (Please see area Noted for Improvement)</p> <ul style="list-style-type: none"> <li>Based on the performance of English learners, the school hired an EL coordinator to monitor English learner progress through formal and informal assessments including grades, standardized test scores, and ongoing communication with classroom teachers and students’ parents/guardians.</li> <li>Additionally the school works with The Village Nation and utilizes trainings and resources to ensure that the small African American subgroup makes appropriate overall gains.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>G4:</b> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements.</p> <ul style="list-style-type: none"> <li>Careful review of the NCLB grid including teacher qualification and assignments revealed that there was a mis-assignment of one staff member.</li> </ul> <p><b>G5:</b> Although the school exceeds Resident Schools in both ELA and Math; the school should consider additional resources to ensure that the same level of achievement is obtained to surpass Similar Schools’ percentages. Currently, ECRCHS’s performance in ELA and Math is trailing behind Similar Schools’ percentages in Met and Exceeded bands. Additionally, systems and programs for closing the achievement gap should be explored.</p>	



Corrective Action Required

None

Notes:

**G3:** The organization’s Uniform Complaint Procedures are missing the following protected categories: ESSA, School Safety Plan, Foster/Homeless, After School Education; and Economic Impact Aid. It is recommended that the UCP for the organization is modified to include these categories both in the narrative and UCP Form. *Further information from the CSD will be sent to all charter schools regarding this item.*

The following was noted in last year’s oversight report and continues to appear in Parent/Student Handbook: Parent/Student Handbook discusses opportunity transfers. Since ECRCHS is an independent charter school without any sister schools as part of ECRA, an exit to a District school or other charter school would deem the transfer an 'expulsion' if misconduct is one of the expellable offenses delineated in the handbook and school is exiting the student based on that misconduct. The recommendation would be to remove this language from page 27 of the Handbook.

Amendment to the charter: El Camino Real Charter High School was granted an amendment to its charter, by the LAUSD BOE, on October 13, 2015 to change the following:

Form an El Camino Real Alliance (ECRA), change the corporate structure, and the title and job description of the school leader from principal to executive director.

Amendment presented to the LAUSD BOE: The school’s material revision to increase to 3800 students was passed by the LAUSD Board of Education on April 18, 2017.

**\*NOTE:** *If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



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

<i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i>		
<ul style="list-style-type: none"> <li>• Governing Board (composition, structure, roles and responsibilities)</li> <li>• committees/councils, including but not limited to those mandated by laws or regulations</li> <li>• evaluation of school's executive level leadership</li> </ul>		
Performance	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) (3) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act (3) <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 and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1: 9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





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

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

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public (3) <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements (2) <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) (Credentialing Grid)



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

<i>The Governing Board has a system in place to ensure:</i>	
<ul style="list-style-type: none"> <li>• review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making</li> <li><input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (3)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Other: (Specify) MCA Board Matrix</li> </ul>



**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

*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.

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

*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.

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

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the <b>majority</b> of subgroups.</p> <ul style="list-style-type: none"> <li>• 53% of the Latino subgroup scored at Met and Exceeded the standards, compared to 33% of students at the District.</li> <li>• 60% of the Socioeconomically Disadvantaged subgroup scored at Met and Exceeded the standards, compared to 33% of students at the District.</li> <li>• 22% of the Special Education subgroup scored at Met and Exceeded the standards, compared to 8% of students at the District.</li> <li>• 81% of the Filipino subgroup scored at Met and Exceeded the standards, compared to 68% of students at the District.</li> <li>• 68% of the Asian subgroup scored at Met and Exceeded the standards, compared to 74% of students at the District.</li> <li>• 52% of the African American subgroup scored at Met and Exceeded the standards, compared to 28% of students at the District.</li> </ul> <p><b>A2:</b> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups.</p> <ul style="list-style-type: none"> <li>• 31% of the Latino subgroup scored at Met and Exceeded the standards, compared to 23% of students at the District.</li> <li>• 40% of the Socioeconomically Disadvantaged subgroup scored at Met and Exceeded the standards, compared to 23% of students at the District.</li> <li>• 11% of the Special Education subgroup scored at Met and Exceeded the standards, compared to 6% of students at the District.</li> <li>• 59% of the Filipino subgroup scored at Met and Exceeded the standards, compared to 56% of students at the District.</li> <li>• 28% of the African American subgroup scored at Met and Exceeded the standards, compared to 18% of students at the District.</li> <li>• 14% of the English learner subgroup scored at Met and Exceeded the standards, compared to 5% of students at the District.</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average.</p> <ul style="list-style-type: none"> <li>• 61% of all students at ECRCHS scored at Met and Exceeded the standards in ELA, compared to 39% of students at the District.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average.</p> <ul style="list-style-type: none"> <li>• 40% of all students at ECRCHS scored at Met and Exceeded the standards in Math, compared to 29% of students at the District.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the District average.</p>	



- ECRCHS reclassification rate was 21% compared to the District's 12.1%.

**A6:** The school has demonstrated developing levels of student achievement and progress as measured by school's internal content area (teacher created) assessments and other school data that are regularly monitored and analyzed. Historically, ECRCHS students have been assessed using standards-based assessments that range from traditional quizzes and tests to interdisciplinary culminating assignments to project-based activities. The school is starting, this year, with NWEA MAPS assessment to gauge student progress using this norm-referenced assessment.

**A7:** The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average.

- ECRCHS's 2014-2015 graduation rate was 93.1%, which is higher than the District's rate of 73%.

Areas Noted for Further Growth and/or Improvement

**A1:**

- 0% of the English Learner subgroup scored at Met and Exceeded the standards in ELA, compared to 4% of students at the District.
- 63% of the White subgroup scored at Met and Exceeded the standards in ELA, compared to 66% of students at the District.

**A2:**

- 60% of the Asian subgroup scored at Met and Exceeded the standards in Math, compared to 70% of students at the District.
- 42% of the White subgroup scored at Met and Exceeded the standards in Math, compared to 57% of students at the District.

Corrective Action Required

None

Notes:

**\*NOTE:** Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups (3)</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

<ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups (3)</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

<ul style="list-style-type: none"> <li>schoolwide (CDE)</li> </ul>	
Rubric	Sources of Evidence





<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average (4) <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
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**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average (4) <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2015-2016 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average (4) <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input checked="" type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input checked="" type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)

**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>The school's internal assessments (with analysis of results)</li> <li>Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates</li> <li>Results of internal assessments show growth in student achievement in ELA and math</li> </ul> <p><i>NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.</i></p>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math</li> <li><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math.</li> <li><input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math (2)</li> <li><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math</li> <li><input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal academic performance and progress data and information (<b>B2: 2.1 – 2.6</b>)</li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent</li> <li><input checked="" type="checkbox"/> Other: (Specify) CSD SIDAT form</li> </ul>
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**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

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

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate higher than the District average (4) <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school’s Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b> <input type="checkbox"/> Other: (Specify)

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

Empty box for progress on benchmarks.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	1
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2: STANDARDS–BASED INSTRUCTION</b> -The school has substantially implemented grade-level-appropriate standards-based instruction. The scope of classroom observations was based on areas of focus identified in consultation with school leadership. The three focus areas for the classroom observations were: 1) Student-Centered Classroom, 2) Clear and Measureable Objectives Aligned to Instruction, and 3) Common Academic Vocabulary. Classroom walkthroughs exhibited various levels of implementation of each of these focus areas. Although there was variance across classrooms, Special Day Classes exhibited strength in the implementation of focus areas #1 and #3. ECRCHS staff are working to move away from the traditional classroom setting where directed instruction is primarily the norm. CSD classroom visits confirmed that the school is in a transitional phase with various levels of implementation.</p> <p><b>O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS</b> - As evidenced through classroom observations, discussion with school leadership, and documents provided in Binder 3, the school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> <li>• To address the needs of English learners and LTELs, the school has an EL Coordinator that monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communication with classroom teachers and students’ parents/guardians. Students are assessed in the first week of school to determine English proficiency and level. ESL courses are taught within a single class with a 2-period block. ECRCHS uses the High Point Program.</li> <li>• The school will start using NWEA MAPS assessments starting in the 2017-2018 school year to better gauge students’ progress toward readiness for the CAASPP assessment. Data analysis using this norm-referenced assessment will assist teachers and leaders to more clearly identify students’ strengths and areas for growth and respond with resources as appropriate.</li> <li>• All ECRCHS students, including all subgroups, have access to the intervention and support programs that the school offers. These include, but are not limited to: After school English, Math, Health and Elective classes; Study skills classes; Referral to the Intervention Coordinator; Peer Tutoring M-R at lunch supervised by the Intervention Coordinator; and Alternative Education.</li> <li>• The school employs two full-time psychologists. There are a number of support groups on campus including Tarzana drug treatment group; a body image group; a grief group; a teen support group; and anger management counseling.</li> <li>• Students with special needs receive Resource support classes during the day and after-school tutoring in math led by an SDC teacher; and Career and Transition Coordinator who works with students on their post-secondary plans.</li> <li>• Latino students receive additional support through La Familia and the African American subgroup receives support through The Village Nation. Both groups raise awareness of identity and responsibility and have an academic focus.</li> <li>• The school is developing a plan to further close the achievement gap.</li> </ul> <p><b>O4: KEY FEATURES OF THE EDUCATIONAL PROGRAM</b> - The school has fully implemented the key features of the educational program described in the charter.</p> <ul style="list-style-type: none"> <li>• The key component of ECRCHS’s educational program is the Alternative Education Program which was added to the charter during the second year of charter status. This program gives students who need a different school environment a chance to earn a diploma through</li> </ul>	



different pacing and increased individual attention. This Alternative Education Program is an integral part of ECRCHS and provides a new level of possible interventions for those who can benefit from it.

**O5: SPECIAL EDUCATION** - The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.

- The school has 325 students on IEPs. The program is headed by one of the four assistant principals. 2 administrative designees/department chairs work with SDC teachers to review IEPs for compliance; the program employs 7 Resource Teachers and 8 SDC teachers with 23 special education aides and 1 Transition Coordinator.
- Of the 325 IEPs, 97% of them were in compliance at the time of the site visit. 4 of 10 overdue IEPs were factors out of the school's control. Discussions with school administrators and special education staff confirmed that there are solid systems in place to ensure that students receive the services and supports necessary.

**O9:** The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. Staff are evaluated on a consistent basis; and feedback is given by administrators as appropriate.

#### Areas Noted for Further Growth and/or Improvement

**O1: HEALTH AND SAFETY** - The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.

- Child Abuse training was completed beyond the 60-day timeframe, which runs contrary to AB 1432. This item is a "fatal flaw" which renders the score to a "1" in overall Organizational Management, Programs, and Operations section of this report. A Notice of Concern was sent to the ECRA Governing Board and school leader(s) asking the school to respond with a plan of the system that will be set in place to avoid this occurrence in the future.
- Classroom visits revealed an inconsistency with the availability and placement of classroom specific evacuation maps, classroom emergency supplies (lockdown equipment), and first aid provisions.
- School leaders are encouraged to refer to Reference Guide 5511.6, since the campus is on District property, and follow guidelines as deemed appropriate.

**O10:** 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.

- At the time of the visit, one teacher was mis-assigned. A single subject Chemistry teacher was also teaching 2 periods of Physics without the appropriate credentials. The school is aware of this and will resolve the situation as soon as possible.



Corrective Action Required

None

Notes:

Due to timeline issues related to child abuse training, the school will receive a score of a "1" in this section of the report (see description highlighted below in \*NOTE) Although all employees participated in child abuse training, it was outside of the 6-week timeline as prescribed in AB1432.

For an accurate review of the Organizational Management, Programs, and Operations section of this report, please refer to the score earned in each domain (O1-O10) separately.

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



**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

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

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety (2) <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b> <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b> <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”)</i> <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

<p><b>The school has:</b></p> <ul style="list-style-type: none"> <li>implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>obtained WASC accreditation (<a href="#">high schools only</a>)</li> <li>implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<a href="#">high schools only</a>)</li> <li>received UC/CSU approval of courses (<a href="#">high schools only</a>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS (3) <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program ( <b>B3: 3.1</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3: 3.3</b> ) <input type="checkbox"/> WASC documentation ( <b>B3: 3.4</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3: 3.5</b> ) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3: 3.6</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE</li> <li>disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>has appointed a designee to assist and support foster youth</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis (3)</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of data analysis system program</li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter (4) <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program ( <b>B3: 3.9</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT 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 and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely and accurate records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree (3) <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights (3) <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
<p><b>Rubric</b></p>		<p><b>Sources of Evidence</b></p>
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><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 (3)</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP (<b>B3: 3.2</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3: 3.7</b>)</li> <li><input checked="" type="checkbox"/> Interview of teachers and/or other staff</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

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

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric		Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns (3)		<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)
<b>Performance</b>	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

*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
- the school complies with all applicable legal requirements

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements (4) <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system ( <b>B3: 4.4</b> ) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*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
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input 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 (2) <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



8617	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>El Camino Real Charter High</b>															
Cash and Cash Equivalents		4,181,885	4,833,328	5,777,172	7,537,314		7,921,445	8,423,063	7,728,492	7,499,034		11,918,112	8,366,985	7,481,425	12,676,677
Current Assets		10,722,768	10,946,072	12,153,214	12,141,778		14,322,064	15,039,340	16,569,678	16,569,819		21,044,588	17,781,299	15,847,088	16,354,173
Fixed Assets		308,444	354,663	618,117	618,117		681,222	834,781	999,942	999,942		776,984	595,438	4,078,401	4,061,608
<b>Total Assets</b>		11,031,211	11,300,735	12,771,331	12,759,895		15,003,286	15,874,121	17,569,620	17,569,761		21,821,572	18,376,737	19,925,489	20,415,781
Deferred Outflow															
Current Liabilities		1,152,072	1,183,099	2,926,272	2,754,902		1,270,727	1,344,887	3,801,132	3,212,085		5,754,439	1,649,211	2,730,502	2,258,418
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		1,152,072	1,183,099	2,926,272	2,754,902		1,270,727	1,344,887	3,801,132	3,212,085		5,754,439	1,649,211	2,730,502	2,258,418
Deferred Inflow															
<b>Net Assets</b>		<b>9,879,139</b>	<b>10,117,636</b>	<b>9,845,059</b>	<b>10,004,993</b>		<b>13,732,559</b>	<b>14,529,234</b>	<b>13,768,488</b>	<b>14,357,676</b>		<b>16,067,133</b>	<b>16,727,526</b>	<b>17,194,987</b>	<b>18,157,363</b>
Total Revenues	28,004,855	28,849,333	29,066,140	29,418,765	29,578,701	29,884,557	32,103,629	32,931,903	33,563,733	34,152,922	32,483,836	36,746,538	38,098,500	39,079,717	39,673,203
Total Expenditures	24,555,184	25,675,024	25,653,335	26,278,537	26,278,537	27,352,348	28,376,064	28,407,664	29,800,240	29,800,239	30,481,968	35,037,082	35,728,650	36,242,406	35,873,516
<b>Net Income / (Loss)</b>	3,449,671	3,174,308	3,412,805	3,140,228	3,300,164	2,532,209	3,727,565	4,524,239	3,763,493	4,352,683	2,001,868	1,709,456	2,369,850	2,837,311	3,799,687
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	3,449,671	3,174,308	3,412,805	3,140,228	3,300,164	2,532,209	3,727,565	4,524,239	3,763,493	4,352,683	2,001,868	1,709,456	2,369,850	2,837,311	3,799,687
Net Assets, Beginning	0	6,617,242	6,617,240	6,617,240	6,704,829	10,117,635	10,016,430	9,845,059	9,845,059	10,004,993	14,529,234	13,768,488	13,768,488	13,768,488	14,357,676
Adj. for restatement / Prior Yr Adj	0	87,589	87,591	87,591	0	0	(11,436)	159,936	159,936	0	(1,007,320)	589,189	589,188	589,188	0
<b>Net Assets, Beginning, Adjusted</b>	0	6,704,831	6,704,831	6,704,831	6,704,829	10,117,635	10,004,994	10,004,995	10,004,995	10,004,993	13,521,914	14,357,677	14,357,676	14,357,676	14,357,676
<b>Net Assets, End</b>	<b>3,449,671</b>	<b>9,879,139</b>	<b>10,117,636</b>	<b>9,845,059</b>	<b>10,004,993</b>	<b>12,649,844</b>	<b>13,732,559</b>	<b>14,529,234</b>	<b>13,768,488</b>	<b>14,357,676</b>	<b>15,523,782</b>	<b>16,067,133</b>	<b>16,727,526</b>	<b>17,194,987</b>	<b>18,157,363</b>

8617	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>El Camino Real Charter High</b>										
Cash and Cash Equivalents	441,075	7,537,314	7,499,034	12,676,677	0		8,494,968	8,790,721	0	0
Current Assets	10,747,870	12,141,778	16,569,819	16,354,173	0		18,606,931	18,838,300	0	0
Fixed Assets	381,520	618,117	999,942	4,061,608	0		3,940,567	4,061,608	0	0
<b>Total Assets</b>	11,129,390	12,759,895	17,569,761	20,415,781	0		22,547,497	22,899,908	0	0
Current Liabilities	4,424,561	2,754,902	3,212,085	2,258,418	0		2,317,170	1,871,956	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	4,424,561	2,754,902	3,212,085	2,258,418	0		2,317,170	1,871,956	0	0
<b>Net Assets</b>	<b>6,704,829</b>	<b>10,004,993</b>	<b>14,357,676</b>	<b>18,157,363</b>	0		20,230,327	21,027,952	0	0
Total Revenues	28,325,638	29,578,701	34,152,922	39,673,203	0	36,009,170	36,897,057	36,795,141	0	0
Total Expenditures	24,956,304	26,278,537	29,800,239	35,873,516	0	35,018,251	33,861,716	33,924,552	0	0
<b>Net Income / (Loss)</b>	3,369,334	3,300,164	4,352,683	3,799,687	0	990,919	3,035,341	2,870,589	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
<b>Inc / (Dec) in Net Assets</b>	3,369,334	3,300,164	4,352,683	3,799,687	0	990,919	3,035,341	2,870,589	0	0
Net Assets, Beginning	3,335,495	6,704,829	10,004,993	14,357,676	0	16,727,526	17,194,987	17,194,987	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	962,376	0	0
<b>Net Assets, Beginning, Adjusted</b>	3,335,495	6,704,829	10,004,993	14,357,676	0	16,727,526	17,194,987	18,157,363	0	0
<b>Net Assets, End</b>	<b>6,704,829</b>	<b>10,004,993</b>	<b>14,357,676</b>	<b>18,157,363</b>	0	<b>17,718,445</b>	<b>20,230,327</b>	<b>21,027,952</b>	0	0



FISCAL OPERATIONS						RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>						2																													
<p>El Camino Real Charter High School’s (ECRCHS) fiscal condition is strong and has been upward trending since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school had positive net assets of \$18,157,363 and net income of \$3,799,687. The 2016-2017 Second Interim projects positive net assets of \$21,027,952 and net income \$2,870,589.</p> <p>El Camino Real Alliance (the Organization), is a California non-profit public benefit corporation and is organized to manage and operate public charter schools. For the year ended June 30, 2016, the Organization operated one public charter school: ECRCHS (the School). The School serves students in grades nine through twelve and is funded principally through State of California public education monies received through the California Department of Education and the Los Angeles Unified School District.</p>																																			
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is strong.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: right;">\$6,704,829</td> <td style="text-align: right;">\$10,004,993</td> <td style="text-align: right;">\$14,357,676</td> <td style="text-align: right;">\$18,157,363</td> <td style="text-align: right;">\$21,027,952</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: right;">\$3,369,334</td> <td style="text-align: right;">\$3,300,164</td> <td style="text-align: right;">\$4,352,683</td> <td style="text-align: right;">\$3,799,687</td> <td style="text-align: right;">\$2,870,589</td> </tr> <tr> <td>Transfer in(out)</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> <tr> <td>Prior Year Adjustments</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> </tbody> </table>								2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)	Net Assets	\$6,704,829	\$10,004,993	\$14,357,676	\$18,157,363	\$21,027,952	Net Income/Loss	\$3,369,334	\$3,300,164	\$4,352,683	\$3,799,687	\$2,870,589	Transfer in(out)	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustments	\$0	\$0	\$0	\$0
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)																														
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Prior Year Adjustments	\$0	\$0	\$0	\$0	\$0																														



2. During 2015-2016 and 2016-2017, various notices were issues by the CSD, including a Notice of Intent to Revoke issued on October 12, 2016, regarding the areas of credit card use and check disbursement, which required the attention and timely implementation of CSD’s requests. On October 18, 2016 a Memorandum of Understanding (MOU) between ECRCHS and LAUSD was established, thereby staying the revocation proceedings at that time. See the notices issued by CSD and a list of significant terms, as required by the MOU, accomplished to date under the Corrective Action Required section below. However, all checks and the majority of the credit card transactions reviewed by the CSD during the 2016-2017 oversight were dated prior to the finalization of the revised Fiscal control Policies and Procedures, approved on December 14, 2016, as required by the MOU. ECRCHS continues to make progress on implementation of all actions required by the aforementioned MOU. The CSD will continue to monitor through oversight and results will be factored into the rating for next year.

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

1. As per the Fiscal Control Policies and Procedures (P’s & P’s) for ECRCHS (dated: Jan. 1, 2016, July 1, 2016, Sept., 22, 2016 and Dec., 14, 2016 – see Note #19 in the Notes section below) Bank Reconciliation #2 - Back Office personnel will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
  - a. However, based on the reviewed bank reconciliation statements from July 2016 to December 2016, the Hanmi Bank account #0854 showed 13 items that were 180 days outstanding as of January 31, 2017, which are listed below:

	Check/Transaction number	Issue Date	Amount
1	81254	03/07/2016	\$895.00
2	76207	03/16/2016	\$1,800.00
3	81349	03/16/2016	\$245.00
4	81344	03/17/2016	\$10.00
5	76207	04/12/2016	\$200.00
6	84706	05/11/2016	\$60.00
7	89092	06/16/2016	\$46.71
8	80244	06/16/2016	\$1.11
9	91823	07/06/2016	\$601.00
10	76276	08/10/2016	\$240.87
11	Journal Entry	08/15/2016	\$971.25
12	81326	09/06/2016	\$122.00
13	74958	09/16/2016	\$222.00
		<b>Total</b>	\$5,414.94



2. As per the P’S & P’s for ECRCHS, dated July 1, 2016, Meals #1 - School related meals occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For non-student related meals to be reimbursable, the ECRA employee must provide the following information:
- a. An itemized receipt
  - b. The people at the meal
  - c. The business purpose (e.g. working meals, meetings with vendors/donors/school officials, etc.).

As per the P’s & P’s for ECRCHS, dated December 14, 2016, Meals #2 – School related meals occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For meals to be charged to ECRA or reimbursable to an employee, the ECRA employee must provide the following information:

- d. Purpose of the meeting or agenda
- e. Items ordered or a detailed receipt
- f. Number of individuals in the party
- g. Names of the attendees or a sign-in sheet

Based on the review of the credit card transactions the table below represents meal purchased without the proper documentation.

8/13/2016	Corner Bakery	\$80
1/25/2016	Monty’s	\$819.23

**Corrective Action Required:**

During the 2015-2016 oversight visit, the CSD noted that the school did not follow its board-approved fiscal policies and procedures, and significant discrepancies were noted in the sample credit cards and checks reviewed. The CSD issued the following notices during 2015-2016 and 2016-2017:

- October 28, 2015 - a Notice to Cure was issued regarding the areas of credit card use and check disbursement, which required the attention and timely implementation of CSD requests.
- August 23, 2016 – a Notice of Violation was presented to and approved by LAUSD Board of Education.
- September 23, 2016– the school responded to the District’s Notice of Violation and provided the District with documentation of corrective actions.
- October 12, 2016 – based on the review of the school’s September 23, 2016 responses, the CSD served ECRCHS through its governing board the Notice of Intent to Revoke and Notice of Facts in Support of Revocation.

On October 18, 2016, a MOU between ECRCHS and LAUSD was established to address substantial fiscal and governance issues, thereby staying the revocation proceedings at that time.



**The following is a list of some significant terms, as required by the MOU, accomplished to date (not all inclusive):**

- Removal of the former Executive Director – effective October 26, 2016
- The employment agreement for the new Executive Director of ECRCHS, effective October 25, 2016
- Removal of the former Chief Business Officer (CBO) – effective December 31, 2016
- Removal of certain former Board of Directors and installation of new members
- Necessary changes made to ECRCHS’s bank and investment accounts
- Appropriate changes made to the Fiscal Policies and Procedures (FPPs), which were adopted by ECRA on December 14, 2016
- Existing and new Board Members being trained on December 14, 2016 and January 24, 2017 (new leadership hires will be trained separately after their respective start dates)
- The new employment of the Chief Compliance Officer (COO), effective February 1, 2017  
The new employment of the CBO in April 2017

ECRCHS continues to make progress on implementation of all actions required by the aforementioned MOU and the CSD will continue to monitor the school’s fulfillment of the remaining MOU terms with LAUSD through the remaining term of the current charter.

**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weakness: None Reported
  - c. Deficiency/Finding: None Reported
2. Reviewed bank statements from July 2016 to December 2016. Discrepancies are noted for further growth and/or improvement above.
3. Reviewed credit card statements from September 2016 to February 2017. Discrepancies are noted for further growth and/or improvement above.
4. Reviewed the following checks:
  - a. Check numbers: 2162, 2165, 10015, 10023, 10027, 10029, 10043, 10062, 10075, 10105, 10218, 10336, 10338, 10421, 10527, 10543, 10683, 10756, 10780, 10789, 10914, 10916, 11013, 11072, 11109, 11423, 11460, 11465, 11468, 11477, 11479, 11519, 11648, 11712, 11713, 11723, and 11930
5. CSD staff noted that check #10105 was related to expenditures incurred for ECRCHS Board members for iPad accessories. ECRCHS Board President explained that the decision to provide iPads to Board members was based on the fact that it is not prudent to mix personal business and Board business on personal devices, and the expenditures were approved as part of the budget. ECRCHS Board President further indicated that in the future, prior to releasing the iPads, each member will be required to sign new forms containing detailed language. ECRCHS's CCO will make sure the language clarifies that the iPads are ECRA property, are to be used for board related business, and must be returned up leaving the Board of Directors. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$12,676,677 and total expenditures is \$35,873,516, therefore their cash reserve is 35.3%, which is above the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at ECRCHS and no discrepancies were noted.
7. Reviewed student body financial records from July 2016 to December 2016. No discrepancies were noted.
8. ECRCHS did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
14. Governing board meeting minutes reflecting the discussion and resolution of any audit findings, including material weaknesses, or deficiencies was provided.
15. ECRCHS is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
16. Equipment inventory was provided.
17. The 2016-2017 LCAP was submitted to LAUSD.
18. The EPA allocation and expenditures are posted on the charter school's website.
19. During the 2016-2017 fiscal year there were several revisions to the ECRCHS's Fiscal Policies and Procedures Handbook. During the review of the credit card and check selections in the current-year oversight, the focus was more on a validation of proper documentation and authorization. The prior year findings were mostly related to improper use of the credit card by former school administrators. Please refer to "Corrective Action Required" above for further clarification.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

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





**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



*An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.*

*An existing school would be assessed as Unsatisfactory based on the statements below:*

- 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 6. **Current** audit shows no material weaknesses, deficiencies and/or findings;
- 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 8. Governing board approves any amendment(s) to the charter school’s budget; and
- 9. Governing board approved LCAP is posted on the charter school’s website.

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>