



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2017-2018 SCHOOL YEAR

FOR

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL – LOC 8557

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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



| | | | | | |
|---|---|--|---|------------------------|------|
| Charter School Name: | Birmingham Community Charter High School | | | Location Code: | 8557 |
| Current Address: | City: | ZIP Code: | Phone: | Fax: | |
| 17000 Haynes Street | Lake Balboa | 91406 | 818-758-5200 | | |
| Current Term of Charter: | | | LAUSD Board District: | LAUSD District: | |
| July 1, 2014 to June 30, 2019 | | | 3 | NorthWest | |
| Number of Students Currently Enrolled: | Enrollment Capacity Per Charter: | Grades Currently Served: | Grades To Be Served Per Charter: | | |
| 3002 | 3,200 | 9-12 | 9-12 | | |
| Total Number of Staff Members: | 284 | Certificated: | 163 | Classified: | 121 |
| Charter School's Leadership Team Members: | Elena Paul, Executive Director; Tracie Bowdoin, Director/Assistant Principal; Issac Alatorre, Director/Assistant Principal; Cindy Walker, Director/Assistant Principal; Ed Van Hoose, Director/Assistant Principal; Julie Zeller, Director/Assistant Principal; Missindy Wilkins, Director/Assistant Principal; Amy Sievers, Human Resources Director; Rick Prizant, Athletic Director; William Covington, Chief Business Officer | | | | |
| Charter School's Contact for Special Education: | Cindy Walker, Director/Assistant Principal of Special Education | | | | |
| CSD Assigned Administrator: | Luis E. Aguilar | | CSD Fiscal Services Manager: | Luisito Iya | |
| Other School/CSD Team Members: | Alex Gomez, Lauren Soll, Kathleen Di Paola, Ila Press, José Salas | | | | |
| Oversight Visit Date: | May 2, 2018 | | Fiscal Review Date (if different): | | |
| Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.): | Yes | LAUSD Co-Location Campus (if applicable): | | Lake Balboa Complex | |
| | | DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM: | | N/A | |

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



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. 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 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



| GOVERNANCE | RATING* |
|--|---------|
| Summary of School Performance | 4 |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has 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)</p> <ul style="list-style-type: none"> Based on documentation review the governing board consists of 16 members, including a non-voting student representative. The school’s governing board composition is in full alignment with the terms of its charter. In addition, the school’s administrative team includes 6 Directors/Assistant Principals, two more than the structure shown in the organization chart in the charter. The school provided a very clear and detailed set of organization charts that reflects the roles/responsibilities of each key leadership position, and the governing board’s Evaluation Committee, composed of five board members, has the primary responsibility for evaluating the CEO/Principal in six dimensions. <p>G2: BROWN ACT - The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> Based on review of governing board agenda and minutes, board members participated in Brown Act training on October 28, 2017, presented by Young, Minney & Corr. The school’s board has adopted an annual schedule of 10 regular board meetings in 2017-2018, and the agendas contain the requisite components, including clear instructions for public comment on agenda and non-agenda items. The school posts agendas on its website and in various locations on campus. <p>G3: DUE PROCESS - 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</p> <ul style="list-style-type: none"> Per discussions with school leadership and documentation provided, the school has adopted a comprehensive Uniform Complaint Procedure policy and corresponding forms and procedures, in English and Spanish. It also provides a complaint procedure and form for employee and non-employee complaints and the procedures are included in the Parent-Student Handbook. Board agendas also indicate that the CEO includes student suspension and expulsion information and data in the CEO’s regular report. <p>G4: STAFFING - 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</p> <ul style="list-style-type: none"> Based on review of the ESSA grid, board minutes and agendas, as well as discussions with school leadership, the school has adopted a clear and comprehensive human resources policy regarding mandated reporting, criminal background, and tuberculosis clearance requirements for employees and volunteers. <p>G5: DATA-BASED DECISION-MAKING - The Governing Board regularly monitors school performance and other internal data to inform decision-making</p> <ul style="list-style-type: none"> Based on review of board agenda, board minutes, and discussion with school leaders, the Curriculum and Instruction Committee and the CEO make regular reports to the board on a range of topics related to the educational program, including academic performance data. <p><u>Areas Noted for Further Growth and/or Improvement</u> None.</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p> | |



Notes:
None

***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

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

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils, including but not limited to those mandated by laws or regulations
- evaluation of school's executive level leadership

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

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

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



- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

| Rubric | | Sources of Evidence |
|--------------------|---|--|
| Performance | <input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act | <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1: 9) <input 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 |
|--------|---------------------|
|--------|---------------------|



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

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

| | |
|--|----------------------------|
| <p><i>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:</i></p> <ul style="list-style-type: none"> • The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter. • The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current. • The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances. • The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667. • The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records. | |
| Rubric | Sources of Evidence |



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

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

The Governing Board has a system in place to ensure:

- 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
- ongoing monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

| | Rubric | Sources of Evidence |
|--------------------|---|--|
| Performance | <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making | <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) |

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 |
|--|--------|---------------------|
| | | |



| | | |
|--------------------|---|---|
| Performance | <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division | <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <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.

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

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



| STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE | RATING* |
|---|---------|
| Summary of School Performance | 3 |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A3: SBAC SCHOOLWIDE ELA - The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> The schoolwide percentage of students who Met or Exceeded Standards on the SBAC in ELA at 62.89% was higher than the Resident Schools Median of 58.80%. <p>A4: SBAC SCHOOLWIDE MATH - The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <ul style="list-style-type: none"> The schoolwide percentage of students who Met or Exceeded Standards on the SBAC in Math at 24.16% was higher than the Resident Schools Median of 21.09%. <p>A5: ENGLISH LEARNER RECLASSIFICATION - The school reclassifies English Learners at a rate higher than the District average</p> <ul style="list-style-type: none"> In 2016-2017 the school reclassification rate was 19.0% compared to the District average of 16.1%. <p>A6: “AT RISK” ENGLISH LEARNERS – The school’s percentage of “At Risk” English Learners is at rate lower than the District average</p> <ul style="list-style-type: none"> In 2016-2017 the school “At-Risk” rate was 0.8% compared to the District average of 5.9%. <p>A8: FOUR-YEAR COHORT GRADUATION RATE - The school’s Four-Year Cohort Graduation Rate is at a rate higher than the District average</p> <ul style="list-style-type: none"> In 2015-2016 the school four-year cohort graduation rate was 93.8% compared to the District average of 77.0%. | |
| <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: SBAC SUBGROUP ELA - Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> The numerically significant subgroup of African American students that met or exceeded the standards in ELA decreased by 5.57% from 52.00% in 2016 to 46.43% in 2017; the numerically significant subgroup of English Learners that met or exceeded the standards in ELA decreased by 8.87% from 11.00% in 2016 to 2.13% in 2017; the numerically significant subgroup of Latino students that met or exceeded the standards in ELA decreased by 0.62% from 64.00% in 2016 to 63.38% in 2017; the numerically significant subgroup of Economically Disadvantaged students that met or exceeded the standards in ELA decreased by 2.20% from 65.00% in 2016 to 62.80% in 2017; the numerically significant subgroup of Students with Disabilities that met or exceeded the standards in ELA decreased by 0.72% from 18.00% in 2016 to 17.28% in 2017; and the numerically significant subgroup of White students that met or exceeded the standards in ELA increased by 8.97% from 64.00% in 2016 to 72.97% in 2017. In order to provide a more personalized approach to address the specific subgroup and individual student needs BCCHS is shifting to grade level academies which will be assigned to specific leadership, teaching, and support personnel. Interventions, programs, and educational supports will be modified/amplified to the specific needs of the learner through the familiarity and the consistency of systems and personnel. <p>A2: SBAC SUBGROUP MATH - Some of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17</p> <ul style="list-style-type: none"> The numerically significant subgroup of African American students that met or exceeded the standards in Math increased by 0.86% from 17.00% in 2016 to 17.86% in 2017; the numerically significant subgroup of English Learners that met or exceeded the standards in Math increased by 2.39% from 1.00% in 2016 to 3.39% in 2017; the numerically significant subgroup of White students that met or exceeded the standards in Math increased by 4.47% from 35.00% in 2016 to 39.47% in 2017; the numerically significant subgroup of Latino students that met or exceeded the standards in Math decreased by | |



1.46% from 24.00% in 2016 to 22.54% in 2017; the numerically significant subgroup of Economically Disadvantaged students that met or exceeded the standards in Math decreased by 0.85% from 25.00% in 2016 to 24.15% in 2017; and the numerically significant subgroup of Students with Disabilities that met or exceeded the standards in Math decreased by 6.00% from 6.00% in 2016 to 0.0% in 2017. In order to provide a more personalized approach to address the specific subgroup and individual student needs BCCHS is shifting to grade level academies which will be assigned to specific leadership, teaching, and support personnel. Interventions, programs, and educational supports will be modified/amplified to the specific needs of the learner through the familiarity and the consistency of systems and personnel.

A7: LONG TERM ENGLISH LEARNERS (LTELs) - The school's percentage of LTELs is at a rate that is higher than the District average

- In 2016-2017 the school LTEL rate was 8.7% compared to the District average of 8.3%. In order to further support growth for LTELs, and English Learners in general, BCCHS implemented an EL/RFEP monitoring process to track progress and address needs. The monitoring process consist of a 3 level pyramid of interventions which includes an intensive, supplemental and CORE program covering the following learning areas: Academic, English Learning, and PBIS(Behavioral).

Corrective Action Required

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

Notes:
None

**NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.*

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

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

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

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



| | | |
|--------------------|---|---|
| Performance | <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify) |
|--------------------|---|---|

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

| | | |
|---|---|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, | | |
| Rubric | | Sources of Evidence |
| Performance | <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify) |

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

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



| | | |
|--------------------|--|---|
| Performance | <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify) |
|--------------------|--|---|

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

| | | |
|--|---|---|
| <i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> | | |
| <ul style="list-style-type: none"> Schoolwide Math data (CDE) | | |
| | Rubric | Sources of Evidence |
| Performance | <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify) |

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

| | |
|--|----------------------------|
| <i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> | |
| <ul style="list-style-type: none"> English Learner reclassification rate for 2016-2017 (CDE) | |
| | Rubric |
| | Sources of Evidence |



| | | |
|--------------------|---|--|
| Performance | <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate equal 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) (B2: 1.5) <input type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify) |
|--------------------|---|--|

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) 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"> Providing supports for At-Risk English Learners 2016-2017 (CDE) | | |
| | Rubric | Sources of Evidence |
| Performance | <input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the District average <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate equal to the District average <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the District average <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2016-2017 (B2: 1.6) |

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

| | | |
|---|---------------|----------------------------|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Providing supports for Long Term English Learners 2016-2017 (CDE) | | |
| | Rubric | Sources of Evidence |



| | | |
|--------------------|---|---|
| Performance | <input type="checkbox"/> The school's percentage of LTELs is at rate lower than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate equal to the District average <input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate higher than the District average <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the District average <input type="checkbox"/> No assessment of performance for this indicator | <input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2016-2017) (B2: 1.6) |
|--------------------|---|---|

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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 |
|--------------------|--|--|
| Performance | <input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate equal 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 substantially 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) (B2: 3.1) <input type="checkbox"/> Other: (Specify) <hr/> List of the school's A-G requirements (CSD internal use only) |

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

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

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

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- 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
- Results of internal assessments show growth in student achievement in ELA and Math

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.



| Rubric | | Sources of Evidence |
|--------------------|--|--|
| Performance | <ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify) |



CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of _____

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of _____

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of **81.1**

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate Indicator

The school has achieved the performance level of **Medium**

A15: 2.5 Suspension and Expulsion Rates

The school has achieved the performance level of **2.4**

HIGH SCHOOLS ONLY:



A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status 26.9 from Level 3

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status -84.0 from Level 3

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of 93.8

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status Medium 37.3%

**this indicator will be available Fall 2017*

NOTES:

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



| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS | RATING* |
|--|---------|
| Summary of School Performance | 3 |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - 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</p> <ul style="list-style-type: none"> Document review, observation, and discussion with the school’s leadership confirmed the school has a current site-specific health and safety emergency plan that complies with District requirements. Documentation also confirmed the school has provided bloodborne pathogens training and child abuse awareness and reporting training, as well as, staged multiple emergency drills. Documents review showed AB2246-Suicide Prevention professional development and training, and a volunteer policy in place, as well as, emergency backpacks, evacuation maps and emergency supplies in place in locations accessible to all student and staff. <p>O2: HEALTH AND SAFETY - The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</p> <ul style="list-style-type: none"> According to documentation provided and discussion with school leadership and documentation also showed immunization and hearing screenings offered during school year, as well as, documentation of Epi-Pen training and a list of trained personnel. <p>O3: STANDARDS–BASED INSTRUCTION - The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS</p> <ul style="list-style-type: none"> 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) Learning Targets; 2) ELD Standards; and 3) Agendas. Classroom observations confirmed focus area consistency as the learning targets, ELD standards, and agendas were visible in all classrooms. The majority of the classrooms were text and visually rich with multiple varieties of anchors related to content, standards, BCCHS signage, Positive Behavior Intervention and Supports (PBIS) and college going culture. A college fair brought in 65 colleges and universities to BCCHS and close to 4,000 stakeholders attended. School participated in Federal Program Monitoring in February 2018, hosted WASC program evaluators in March 2018, and District Validation Review (DVR) in the fall of 2017, at the time of the oversight visit there were no known findings from any of the monitoring agents. <p>O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - 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"> Per discussion with the school’s leadership and documentation review, the school implements a Multi-Tiered System of Support (MTSS) based on data analysis. The interventions and supports in place to meet the needs of all students include: Co-teaching, Universal Design for Learning (UDL) Coaches, double-block ELA and Math, progress monitoring, summer school, extended school year, on-line credit courses, tiered tutoring, 3-level pyramid of interventions for English Learners, and socio-emotional personnel support, such as a PSA Counselor and onsite Social Workers. <p>O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - The school has substantially implemented the key features of the educational program described in the charter</p> <ul style="list-style-type: none"> Documentation review and discussions with school leadership show BCCHS follows the guiding principles set in the school’s charter to address the academic, civic and social needs of individual students by shifting to grade level academies and assigning specific leadership and support personnel to each | |



academy to increase educational program(s) consistency, as well as, by focusing on technology integration like adopting the Google Suite and increasing the number of Google Education Certified teachers and committing to rollout a 1:1 schoolwide technology device project beginning in the Fall of 2108.

O6: 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

- During the Special Education Team meeting document review showed the school’s DVR was held on 10/9/17, there were minimal corrective actions related to written documentation, document submission, and service overages. The 200 and 300 reports showed alignment to the DVR documentation. Discussion with the Special Ed team and feedback from COP showed consistent collaboration and support on both ends.

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - 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

- Document review shows the 2016-2017 schoolwide suspension rate at 3.1%, the suspension rate for African American students at 9.4% and for Students With Disabilities at 5.8%. Discussion with school leadership and document review show the PBIS program and socioemotional support personnel provide students multiple opportunities to exercise conflict resolution and restorative practices.

Areas Noted for Further Growth and/or Improvement

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - 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

- Based on review of the ESSA grid and discussion with school leadership, the school monitors compliance with applicable law, including DOJ, child abuse and TB clearance, as well as, credentialing and assignment requirements. However, one of the vendor certification of criminal background clearance forms showed Medina Construction had not appropriately DOJ cleared all employees, issue was resolved as part of follow-up, BCCHS provided appropriate DOJ clearance documentation on June 4, 2018 via email.

Corrective Action Required

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

Notes:

None

****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 ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



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

The school has a system in place to ensure that:

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

| | Rubric | Sources of Evidence |
|--------------------|---|--|
| Performance | <input checked="" 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 type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety | <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 1.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 1.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 1.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 1.4) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3: 1.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 1.5 and B3A:4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 1.7 and B3A:4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |



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

| <p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site school provides 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 | |
|---|---|
| Rubric | Sources of Evidence |
| <p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 1.1) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.2) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.3) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |

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

| <p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served demonstrated evidence of transitioning to implementation of the California Next Generation Science Standards obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (UC Doorways) (high schools only) | |
|---|---------------------|
| Rubric | Sources of Evidence |



| | | |
|--------------------|---|--|
| Performance | <input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS | <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> Evidence of transitioning to CA NGSS (B3:) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3: 3.4) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |
|--------------------|---|--|

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

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



| | | |
|--------------------|---|--|
| Performance | <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis | <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |
|--------------------|---|--|

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

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



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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

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

| | Rubric | Sources of Evidence |
|--------------------|---|--|
| Performance | <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 <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) (B1: 10) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |

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

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

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

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



| | | |
|--------------------|---|--|
| Performance | <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 <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights | <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <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) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates |
|--------------------|---|--|

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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



| | | |
|--------------------|---|--|
| Performance | <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter | <input checked="" type="checkbox"/> LCAP (B3: 3.2) |
| | <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter | <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) |
| | <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter | <input type="checkbox"/> Interview of teachers and/or other staff |
| | <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter | <input checked="" type="checkbox"/> Discussion with school leadership |
| | | <input type="checkbox"/> Other: (Specify) |

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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

- engages in communication that notifies parents 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"/> Parent-Student Handbook (B1: 10) |
| <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns | <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) |



| | | |
|--------------------|--|---|
| Performance | <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 checked="" 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 type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |
|--------------------|--|---|

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

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

- information is easily accessible to the public and school stakeholders
- complaint procedures**
- Title IX information in accordance with SB1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)**
- Applicable categories described in Charter School Transparency Resolution

**required on website

| Rubric | Sources of Evidence |
|---|--|
| <input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website | <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3:4.4) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics |



| | |
|--|---|
| <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website | <ul style="list-style-type: none"> • Student Achievement Information |
|--|---|

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

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

| | Sources of Evidence | | |
|---|---|---|---|
| <table border="1"> <tr> <td data-bbox="92 610 180 1037" style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</td> <td data-bbox="180 610 1276 1037"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements </td> </tr> </table> | Performance | <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | <input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) |
| Performance | <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | | |

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

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 |
|--------|---------------------|
|--------|---------------------|



| | | |
|--------------------|---|---|
| Performance | <input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements | <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018 form ("ESSA Grid")</i> (B3A: 1.1) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <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): |
| |



| 8557 | 2014-15 | | | | | 2015-16 | | | | | 2016-17 | | | | |
|---|--------------------|------------------|------------------|-------------------|--------------------|--------------------|-------------------|-------------------|-------------------|--------------------|--------------------|-------------------|-------------------|-------------------|--------------------|
| | 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 |
| Birmingham Community Charter High | | | | | | | | | | | | | | | |
| Cash and Cash Equivalents | | 2,250,309 | 4,139,516 | 6,005,029 | 6,003,862 | | 7,831,263 | 7,902,520 | 14,513,662 | 14,528,790 | | 17,320,511 | 15,906,677 | 19,515,831 | 19,530,742 |
| Current Assets | | 6,535,816 | 7,339,673 | 9,714,983 | 9,713,816 | | 8,950,166 | 9,021,424 | 15,515,001 | 14,914,861 | | 18,923,029 | 17,509,195 | 20,829,022 | 21,123,123 |
| Fixed and Other Assets | | 2,852,546 | 2,063,143 | 1,869,599 | 1,869,599 | | 2,633,249 | 2,633,249 | 674,375 | 812,874 | | 504,873 | 504,873 | 582,779 | 801,784 |
| Total Assets | | 9,388,362 | 9,402,816 | 11,584,582 | 11,583,415 | | 11,583,415 | 11,654,673 | 16,189,376 | 15,727,735 | | 19,427,902 | 18,014,068 | 21,411,801 | 21,924,907 |
| Deferred Outflow | | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Current Liabilities | | 840,795 | 767,768 | 2,486,806 | 2,596,234 | | 1,221,671 | 1,221,672 | 2,354,420 | 1,914,328 | | 1,980,799 | 1,980,799 | 3,843,252 | 3,699,653 |
| Long Term Liabilities | | 75,232 | 75,232 | 109,428 | 0 | | 145,333 | 145,333 | 0 | 0 | | 281,658 | 281,658 | 0 | 0 |
| Total Liabilities | | 916,027 | 843,000 | 2,596,234 | 2,596,234 | | 1,367,004 | 1,367,005 | 2,354,420 | 1,914,328 | | 2,262,457 | 2,262,457 | 3,843,252 | 3,699,653 |
| Unfunded OPEB Liabilities/Deferred Inflow | | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Net Assets | | 8,472,335 | 8,559,816 | 8,988,348 | 8,987,181 | | 10,216,411 | 10,287,668 | 13,834,956 | 13,813,407 | | 17,165,445 | 15,751,611 | 17,568,549 | 18,225,254 |
| Total Revenues | 27,314,943 | 30,811,762 | 31,260,083 | 32,315,116 | 32,315,117 | 33,953,079 | 32,859,735 | 33,005,637 | 40,074,304 | 40,253,016 | 37,087,442 | 40,717,648 | 39,695,709 | 40,682,247 | 40,961,438 |
| Total Expenditures | 25,805,775 | 28,867,466 | 29,228,306 | 29,854,807 | 29,855,975 | 31,947,186 | 31,631,672 | 31,705,150 | 35,226,529 | 35,426,790 | 35,126,991 | 37,614,312 | 37,757,505 | 36,927,104 | 36,549,591 |
| Net Income / (Loss) | 1,509,168 | 1,944,296 | 2,031,777 | 2,460,309 | 2,459,142 | 2,005,893 | 1,228,063 | 1,300,487 | 4,847,775 | 4,826,226 | 1,960,450 | 3,103,336 | 1,938,204 | 3,755,142 | 4,411,847 |
| Operating Transfers In (Out) and Sources / Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Extraordinary Item - Transfer of Net Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Inc / (Dec) in Net Assets | 1,509,168 | 1,944,296 | 2,031,777 | 2,460,309 | 2,459,142 | 2,005,893 | 1,228,063 | 1,300,487 | 4,847,775 | 4,826,226 | 1,960,450 | 3,103,336 | 1,938,204 | 3,755,142 | 4,411,847 |
| Net Assets, Beginning | 5,766,428 | 6,817,566 | 6,817,566 | 6,817,566 | 6,528,039 | 8,559,816 | 8,988,348 | 8,988,348 | 8,988,348 | 8,987,181 | 10,287,668 | 13,834,956 | 13,834,956 | 13,834,956 | 13,813,407 |
| Adj. for restatement / Prior Yr Adj | 0 | (289,527) | (289,527) | (289,527) | 0 | 203,359 | 0 | (1,168) | (1,168) | 0 | 0 | 227,153 | (2,549) | (2,549) | 0 |
| Net Assets, Beginning, Adjusted | 5,766,428 | 6,528,039 | 6,528,039 | 6,528,039 | 6,528,039 | 8,763,175 | 8,988,348 | 8,987,181 | 8,987,181 | 8,987,181 | 10,287,668 | 14,062,109 | 13,813,407 | 13,813,407 | 13,813,407 |
| Net Assets, End | 7,275,596 | 8,472,335 | 8,559,816 | 8,988,348 | 8,987,181 | 10,769,068 | 10,216,411 | 10,287,668 | 13,834,956 | 13,813,407 | 12,248,119 | 17,165,445 | 15,751,611 | 17,568,549 | 18,225,254 |

| 8557 | Audited Financials | | | | | 2017-18 | | | | |
|---|--------------------|------------------|-------------------|-------------------|----------|--------------------|-------------------|-------------------|-------------------|--------------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials |
| Birmingham Community Charter High | | | | | | | | | | |
| Cash and Cash Equivalents | 2,280,435 | 6,003,862 | 14,528,790 | 19,530,742 | 0 | | 18,892,438 | 18,892,438 | 0 | 0 |
| Current Assets | 8,106,977 | 9,713,816 | 14,914,861 | 21,123,123 | 0 | | 20,471,975 | 20,471,975 | 0 | 0 |
| Fixed and Other Assets | 1,496,108 | 1,869,599 | 812,874 | 801,784 | 0 | | 4,735,687 | 4,735,687 | 0 | 0 |
| Total Assets | 9,603,085 | 11,583,415 | 15,727,735 | 21,924,907 | 0 | | 25,207,662 | 25,207,662 | 0 | 0 |
| Deferred Outflow | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Current Liabilities | 3,075,046 | 2,596,234 | 1,914,328 | 3,699,653 | 0 | | 3,451,758 | 3,317,131 | 0 | 0 |
| Long Term Liabilities | 0 | 0 | 0 | 0 | 0 | | 187,183 | 187,183 | 0 | 0 |
| Total Liabilities | 3,075,046 | 2,596,234 | 1,914,328 | 3,699,653 | 0 | | 3,638,941 | 3,504,314 | 0 | 0 |
| Unfunded OPEB Liabilities/Deferred Inflow | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Net Assets | 6,528,039 | 8,987,181 | 13,813,407 | 18,225,254 | 0 | | 21,568,721 | 21,703,348 | 0 | 0 |
| Total Revenues | 26,424,913 | 32,315,117 | 40,253,016 | 40,961,438 | 0 | 37,650,724 | 40,215,726 | 41,069,610 | 0 | 0 |
| Total Expenditures | 24,580,299 | 29,855,975 | 35,426,790 | 36,549,591 | 0 | 36,684,559 | 36,215,554 | 37,591,516 | 0 | 0 |
| Net Income / (Loss) | 1,844,614 | 2,459,142 | 4,826,226 | 4,411,847 | 0 | 966,165 | 4,000,172 | 3,478,094 | 0 | 0 |
| Operating Transfers In (Out) and Sources / Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Extraordinary Item - Transfer of Net Assets | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Inc / (Dec) in Net Assets | 1,844,614 | 2,459,142 | 4,826,226 | 4,411,847 | 0 | 966,165 | 4,000,172 | 3,478,094 | 0 | 0 |
| Net Assets, Beginning | 4,683,425 | 6,528,039 | 8,987,181 | 13,813,407 | 0 | 15,751,611 | 17,568,549 | 17,568,549 | 0 | 0 |
| Adj. for restatement / Prior Yr Adj | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 656,705 | 0 | 0 |
| Net Assets, Beginning, Adjusted | 4,683,425 | 6,528,039 | 8,987,181 | 13,813,407 | 0 | 15,751,611 | 17,568,549 | 18,225,254 | 0 | 0 |
| Net Assets, End | 6,528,039 | 8,987,181 | 13,813,407 | 18,225,254 | 0 | 16,717,776 | 21,568,721 | 21,703,348 | 0 | 0 |



| FISCAL OPERATIONS | RATING |
|--------------------------|---------------|
|--------------------------|---------------|

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.

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

3

Birmingham Community Charter High School’s (BCCHS) fiscal condition is strong and has been upward trending since the 2013-2014 fiscal year. According to the 2016-2017 independent audit report, the school had positive net assets of \$18,225,254 and net income of \$4,411,847. The 2017-2018 Second Interim projects positive net assets of \$21,703,348 and net income of \$3,478,094.

Areas of Demonstrated Strength and/or Progress:

- The school’s fiscal condition is strong.

| | 2013-2014 (Audited Actuals) | 2014-2015 (Audited Actuals) | 2015-2016 (Audited Actuals) | 2016-2017 (Audited Actuals) | 2017-2018 (Second Interim) |
|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| Net Assets | \$6,528,039 | \$8,987,181 | \$13,813,407 | \$18,225,254 | \$21,703,348 |
| Net Income/Loss | \$1,844,614 | \$2,459,142 | \$4,826,226 | \$4,411,847 | \$3,478,094 |
| Transfers In/Out | \$0 | \$0 | \$0 | \$0 | \$0 |
| Prior Year Adjustment(s) | \$0 | \$0 | \$0 | \$0 | \$0 |

Areas Noted for Further Growth and/or Improvement:

- Per the Charter Schools Division’s (CSD) review of the February 28, 2018 bank reconciliation report for Pacific Western Bank (PWB) account x9637, the CSD noted 83 checks that were issued between August 2015 and October 2017 that had been outstanding for over 90 days (and totaling \$2,207,507.84 in the aggregate), which does not adhere to BCCHS’ Fiscal Policies and Procedures Handbook. Page 9 of BCCHS’ Fiscal Policies and Procedures Handbook states: “Paid checks will be examined for date, name, cancellation, and



endorsement. Any discrepancies regarding the paid checks or any outstanding checks over 90 days will be researched and if applicable deleted from the accounting system.” This is a recurring issue cited in the prior two years’ oversight reports.

As a result of this observation, BCCHS’ Chief Business Officer (CBO) has reviewed these items and is working with his business team to resolve these checks. According to BCCHS’ CBO, these 83 outstanding checks consist of 65 checks for payroll (totaling \$2,190,367.79) and 18 checks for accounts payable (totaling \$17,140.05).

According to the BCCHS’ CBO, the checks for payroll were not voided in the system due to a system glitch with the Payroll Module. Furthermore, they have been working with Apta/ Harris Software in identifying a solution, which is currently an “OPEN TICKET ITEM” waiting for a resolution. With respect to the checks for the accounts payable, BCCHS’ CBO stated that the checks were cleared in the system in March 2018.

To address the items noted for further growth and/or improvement above, BCCHS will provide the following information to the CSD by August 31, 2018:

1. A copy of the bank reconciliation report verifying that the 83 stale dated checks are no longer listed as outstanding checks;
2. A written summary regarding the actions taken by BCCHS and the results regarding its follow-up efforts to address the system glitch with the Payroll Module.

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

1. Page 6 of BCCHS’ Fiscal Policies and Procedures Handbook (in the Contracts section), states: “The Finance Office staff will maintain a contract file evidencing a good faith effort to secure a competitive price for comparable goods or services for contracts/purchases over \$50,000. The CEO/Principal and/or designee will approve, in writing, proposed contracts up to \$50,000. The Governing Board will approve all contracts over \$50,000.”

Per the check register provided by BCCHS and spanning the period from March 2017 through February 2018, a total amount of \$816,775.00 was paid to Medina Construction. Based on the CSD’s review of the documents provided by the school, the CSD noted that the school has no signed and executed agreement with Medina Construction. In addition, the school did not secure approval from the governing board for the three checks listed below (each which were made payable to Medina Construction).

- i. Check # 163884, in the amount of \$72,500.00, dated May 18, 2017;
- ii. Check # 164447, in the amount of \$134,405.00, dated September 1, 2017; and,
- iii. Check # 165493, in the amount of \$32,850.00, dated February 23, 2018.

According to BCCHS’ CBO, projects for maintenance and improvements to the school were discussed during governing board meetings (through operations and facilities updates). BCCHS’ CBO also indicated that these matters were discussed amongst the



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| <p>administrators, the facilities committee, the advisory committee, and the governing board members. BCCHS' CBO further indicated that a signed and executed contract was never initiated for Medina Construction because no pre-defined scope of work was established. BCCHS' governing board reviewed and approved the payments made to Medina Construction at each board meeting, as part of the board's routine reviews of the check register (with the board paying particular attention to the notes on transactions greater than \$10,000.00). The CSD recommends that BCCHS establish a written contract with Medina Construction that is reviewed and approved by BCCHS' governing board.</p> <p>The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. Results may be factored into the school's rating for next year.</p> | |
| <p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns noted in this report.</p> | |

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2017 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from September 2017 through February 2018. Selected the months of January 2018 and February 2018 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Pacific Western Bank, x9637 (Business Checking Account – Operating Account)
 - b. Pacific Western Bank, x8860 (Small Business Interest Checking Analyzed Account – Benefits Account)
 - c. Pacific Western Bank, x7153 (Small Business Checking Account – Nutrition Account)
 - d. California Credit Union, x1813 (School Business Premium Checking Account – Associated Student Body Account)
3. Reviewed credit card statements from September 2017 through March 2018. Selected the months of October 2017, December 2017, February 2018, and March 2018 for sample testing. No discrepancies were noted.
 - a. California Credit Union, x6376 (Principal/Chief Executive Officer)
 - b. California Credit Union, x0454 and x5881 canceled card (Chief Business Officer)
 - c. California Credit Union, x6129 (Human Resource Director)
 - d. California Credit Union, x5873 (Assistant Principal/Director)
 - e. Amazon Credit Card, x5101 (Chief Business Officer)
 - f. Home Depot Credit Card, x0080 (Chief Business Officer)
4. Reviewed the following 30 checks and no discrepancies were noted.
 - a. Check numbers: 163456, 163624, 163884, 163939, 164293, 163971, 163963, 164208, 164304, 164324, 164447, 164465, 164547, 164633, 164699, 164763, 164857, 164897, 164920, 164945, 164966, 165065, 165113, 165174, 165272, 165354, 165492, 165493, 360, and 371.
5. Per the 2016-2017 audit report, the school's cash and cash equivalents is \$19,530,742, and total expenditures equal \$36,549,541. Therefore, the school's cash reserve level is 53.44%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at Birmingham Community Charter High School and no discrepancies were noted.
8. Reviewed 15 checks issued by the student body financial records from April 2017 to April 2018 and no discrepancies were noted.
 - a. Check numbers: 17439, 17454, 17506, 17824, 17860, 17890, 17895, 17955, 17980, 17992, 18076, 18112, 18136, 18238, and 18263.
9. Birmingham Community Charter High School did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
10. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
11. Governing board meeting minutes reflecting the adoption of the 2017-2018 budget were provided.
12. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
13. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
14. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.



15. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
16. Per the 2016-2017 audit report, there were no audit findings, materials weakness, or deficiencies. However, the school's governing board meeting minutes reflects the board's discussion of the Internal Control Review - Leasing & Licensing Revenue audit report by Clifton Larson Allen, which was presented to the governing board.
17. Governing board meeting minutes reflecting the discussion and resolution of complaints received from staff or vendors were provided.
18. Evidence of Birmingham Community Charter High School offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
19. Equipment inventory was provided.
20. The 2017-2018 LCAP was submitted to LAUSD.
21. EPA allocation and expenditures are posted on the charter school's website.
22. The 2016-2017 audited and unaudited actuals reflect a difference of \$656,705 in net assets, due to higher than expected revenues and lower than expected expenditures.

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]

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



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| <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>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 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 6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> |



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



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| <p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> | <p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> |
| <ol style="list-style-type: none"> 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; 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. <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> |



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| <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><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 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. 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. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable. <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><u>New Schools:</u></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> |