



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2025-2026 SCHOOL YEAR** **FOR**

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Name and Location Code of Charter School

### LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

### CSD Mission

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

### CSD Core Values

We believe that our success depends on:

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

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



<b>Charter School Name:</b>				<b>Location Code:</b>	
<b>Current Address:</b>			<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b> <b>Fax:</b>
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>
July 1, 20xx to June 30, 20xx					
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Number Above/Below Enrollment Capacity (day of visit):</b>	
<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>		<b>Percent Above/Below Enrollment Capacity (day of visit):</b>	
<b>Norm Enrollment Number:</b>					
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>		<b>Classified:</b>	
<b>Charter School's Leadership Team Members:</b>					
<b>Charter School's Contact for Special Education:</b>				<b>SELPA &amp; Option:</b>	
<b>CSD Assigned Administrator:</b>				<b>CSD Fiscal Oversight Manager:</b>	
<b>Other CSD Team Members:</b>					
<b>Oversight Visit Date(s):</b>				<b>Fiscal Review Date (if different):</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>					<b>LAUSD Co-Location Campus(es) (if applicable):</b>

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

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



### CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

### REPORT GUIDE

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

- **Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered for the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. 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; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE		RATING*
Summary of School Performance		Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>  <p><u>Areas Noted for Further Growth and/or Improvement</u></p>  <p><u>Corrective Action Required</u></p>		
Notes:		
<b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</b> <input type="checkbox"/> Not Applicable		
<p><b>*RATING NOTES:</b></p> <ul style="list-style-type: none"> <li>A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is “Not in Good Standing,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).</li> </ul>		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

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



**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

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

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



**G2: DUE PROCESS**

<p><i>The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:</i></p> <ul style="list-style-type: none"> <li>• Student discipline</li> <li>• Employee grievances and discipline</li> <li>• Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)</li> <li>• Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input type="checkbox"/> Student discipline policy and procedures <input type="checkbox"/> Employee grievance and discipline policy and procedure <input type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM**

*The Governing Board has systems in place to ensure ongoing:*

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

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



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS**

***The Governing Board has systems in place to ensure ongoing:***

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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input type="checkbox"/> Human Resources policies and procedures <input type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input type="checkbox"/> Evaluation of school-based staff procedures and tools <input type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**G5: FISCAL CONDITION**

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

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

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <b>and</b>, if applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><b>Notes:</b> Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold.</p> <p>*For example, the school’s financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.</p>	<p><input type="checkbox"/> Board meeting agendas and minutes</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Independent audit report(s)</p> <p><input type="checkbox"/> Other financial information submitted by the school</p> <p><input type="checkbox"/> Other: (see Fiscal Operations section below)</p>



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY**

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

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





- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

**For 2024-2025:**

The school's percent of "At Risk" ELs is \_\_\_\_% as compared to the state's percent of \_\_\_\_%

The school's percent of "LTELs" is \_\_\_\_% as compared to the state percent of \_\_\_\_%

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

- Not Applicable

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



**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard All Students ELA Indicator (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the ELA Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard All Students Math Indicator (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence



<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Math Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)
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**A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

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



<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the ELPI	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)
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**A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard All Students CCI (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not available – No color assigned on the California School Dashboard for the CCI <input type="checkbox"/> Not applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence



<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) <input type="checkbox"/> Not applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)
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**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)**

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)**

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)



Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input type="checkbox"/> Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)**

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A11: ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)**

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p><b>The Science Indicator information is for informational purposes only and will not be scored.</b></p> <input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



Annual Performance-Based Oversight Visit Report

<p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p> <p><input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)</p>	
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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>  <p><u>Areas Noted for Further Growth and/or Improvement</u></p>  <p><u>Corrective Action Required</u></p>	
Notes:	
<p><b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):</b></p> <p><input type="checkbox"/> Not Applicable</p>	



**\*RATING NOTES:**

- *The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

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

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

Performance Rubric	Sources of Evidence
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<input type="checkbox"/> The school has fully implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input type="checkbox"/> Innovative Components and Key Features of the Educational Program <input type="checkbox"/> Standards-Based Instructional Program <input type="checkbox"/> Master Schedule/Course Schedule <input type="checkbox"/> Student Achievement Data Analysis <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 <sup>th</sup> grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates
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**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> </ul>	
<b>Performance Rubric</b>	<b>Sources of Evidence</b>



<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input type="checkbox"/> Student Group data analysis</p> <p><input type="checkbox"/> Internal assessment data</p> <p><input type="checkbox"/> Professional Development documentation</p> <p><input type="checkbox"/> Students Experiencing Homelessness Designee</p> <p><input type="checkbox"/> Foster Youth Designee</p> <p><input type="checkbox"/> Classroom/site Observation</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input type="checkbox"/> Master Plan for English Learners</p> <p><input type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners</p> <p><input type="checkbox"/> Implementation of a data analysis system</p>
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**O3: SPECIAL EDUCATION**

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

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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not applicable - Charter school participates in LAUSD's Option 1 SELPA	<input type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input type="checkbox"/> Annual Self-Review Checklist <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with School Leadership <input type="checkbox"/> Other: (Specify)



**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

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

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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input type="checkbox"/> Positive school climate system and Restorative Justice documentation <input type="checkbox"/> Documentation of systems to prevent acts of bullying <input type="checkbox"/> Documentation of systems to promote regular attendance <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT**

<p><b><i>The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Stakeholder Consultation <input type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**A. Review of Clearances, Credentialing, and Mandated Training Compliance Items**

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**\*Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.**

Item	Evident	Not Evident
All <u>new</u> employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	<input type="checkbox"/>	<input type="checkbox"/>
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	<input type="checkbox"/>	<input type="checkbox"/>
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	<input type="checkbox"/>	<input type="checkbox"/>
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

**\*Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.**

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	<input type="checkbox"/>	<input type="checkbox"/>
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(1).	<input type="checkbox"/>	<input type="checkbox"/>

**\*Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.**

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	<input type="checkbox"/>	<input type="checkbox"/>
All <u>new</u> employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	<input type="checkbox"/>	<input type="checkbox"/>
All employees have current TB clearance, per Federal, State, and District Required Language.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>



All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	<input type="checkbox"/> Not applicable
Notes:	

<b>B. Review of Health and Safety Compliance Items</b>		
The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.		
<b>A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.</b>		
Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input type="checkbox"/>	<input type="checkbox"/>
<b>A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.</b> If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.		
Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input type="checkbox"/>	<input type="checkbox"/>



A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
Notes:	<input type="checkbox"/> Not applicable	

<b>C. Review of Transparency and Stakeholder Information Compliance Items</b>		
<p>The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.</p> <p style="text-align: center;"><b>A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.</b></p>		
Item	Evident	Not Evident
<p>The following information posted to the school’s website:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)</li> <li><input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d).</li> <li><input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6</li> <li><input type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6</li> <li><input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6</li> <li><input type="checkbox"/> Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input type="checkbox"/>	<input type="checkbox"/>



Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes:		

**LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)**

<b><i>The CSD reviewed the Local Control and Accountability Plan.</i></b>	
<b>All requested template information and descriptions were <i>provided</i>:</b>	<b>Sources of Evidence</b>
<input type="checkbox"/> LCFF Budget Overview for Parents <input type="checkbox"/> Plan Summary <input type="checkbox"/> Engaging Educational Partners <input type="checkbox"/> Goals and Actions <input type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input type="checkbox"/> Action Tables <input type="checkbox"/> Instructions	<input type="checkbox"/> Local Control and Accountability Plan <input type="checkbox"/> Board Agenda and Minutes
Notes:	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**[INSERT FISCAL TABLE]**



FISCAL OPERATIONS	RATING
Summary of School Performance	Choose a rating
<b>Other circumstances and information could influence the rating and are noted in this evaluation.</b>	
<b>Areas of Demonstrated Strength and/or Progress:</b>	
<p><b>Areas Noted for Further Growth and/or Improvement:</b></p> <p><b>Notes for the charter operators operating multiple charter schools authorized by LAUSD:</b>  Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization’s overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator’s internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator’s and its charter schools’ overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, audit findings, etc. that <i>directly and systemically</i> impact the charter schools operated under the charter operator—are documented within each charter school’s Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the same charter network, based on the CSD’s sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.</p>	
<b>Other Observations (Items described in this section, which may not have been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).</b>	
<b>Corrective Action Required:</b>	



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

Not Applicable

**Notes:**

<u><i>I.</i></u>	<u><i>Review of Fiscal Documentation</i></u>	<u><i>Comments</i></u>
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<u><i>II.</i></u>	<u><i>Review of 2025-2026 Fiscal Preparation Guide</i></u>	<u><i>Provided</i></u>	<u><i>Comments</i></u>
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**Fiscal Operations Rubrics**

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

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

<b>Existing School 4 (Accomplished)</b>	<b>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</b>
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<b><u>REQUIRED CRITERIA</u></b>	
<ol style="list-style-type: none"> <li>1. Net assets are positive in the two most current annual independent audit reports;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> </ol>	



- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
- 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
- 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
- 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
- 6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
- 7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
- 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

*Existing School  
3 (Proficient)*

*To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.*

**REQUIRED CRITERIA**

- 1. Net assets are positive in the most current annual independent audit report;
- 2. The cash balance at the beginning of the school year is positive;
- 3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
- 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;



5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and



8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School  
2 (Developing)**

*An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

**REQUIRED CRITERIA**

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

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

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



<b>Existing School 1 (Unsatisfactory)</b>	<b><i>An existing school would receive a rating of <u>1 (Unsatisfactory)</u> based on the conditions described below.</i></b>
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***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***  
 A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

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

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

<b>New School 2 (Developing)</b>	<b><i>A new school would receive a rating of <u>2 (Developing)</u> if the charter school, at a minimum, meets all of the Required Criteria listed below.</i></b>
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- REQUIRED CRITERIA**
1. Interim reports and/or unaudited actuals project positive net assets;
  2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
  3. If enrollment is significantly below the enrollment per the school’s *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
  4. Governing board adopts the annual budget;
  5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
  6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
  7. The LCAP is submitted to the appropriate agencies.



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

***New School  
1 (Unsatisfactory)***

***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

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 (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

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

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