



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2019-2020 SCHOOL YEAR

FOR

N.E.W. ACADEMY CANOGA PARK - 5477

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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



Charter School Name:		N.E.W. Academy Canoga Park			Location Code:	5477
Current Address:		City:	ZIP Code:	Phone:	Fax:	
21425 Cohasset St.		Canoga Park	91303	(818) 710-2640	(818) 710-2654	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2018 to June 30, 2023			4	Northeast		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
448		520	TK-5		TK-5	
Total Number of Staff Members:		Certificated:	Classified:			
58		27	31			
Charter School's Leadership Team Members:		Dr. Clara Guerrero, Principal; Heather De Revere, Assistant Principal; Andrea Taylor, Resource Specialist Teacher; Linda Michel, Speech Pathologist				
Charter School's Contact for Special Education:		Heather De Revere, Assistant Principal				
CSD Assigned Administrator:		CSD Fiscal Services Manager:				
S. Taylor Wichmanowski		Remedios Dizon				
Other School/CSD Team Members:		Dr. Blanca Alves-Monaster, Specialist; Michele Nguyen, Program Specialist				
Oversight Visit Date(s):		Fiscal Review Date (if different):				
3/10/2020		N/A				
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		N/A		LAUSD Co-Location Campus(es) (if applicable):		N/A
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		N/A

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



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) The Board of Directors has substantially implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s).</p> <ul style="list-style-type: none"> • The current Board of Directors is comprised of nine (9) directors which is aligned with the organization’s most recent Bylaws requiring no less than nine (9) directors. • Documents reviewed at the time of oversight and review of the school’s website provided evidence of minutes and agendas of English Learners Advisory Council (ELAC) meetings on 1/22/20, 1/29/20, and 2/19/20. Agendas and minutes indicate that ELAC members were elected by their peers, received training on the responsibilities of the ELAC, and that some, but not all, legally required topics were covered. • Documents reviewed at the time of oversight provided evidence of a system of evaluation for school leaders (e.g., Principal, Assistant Principal), including evaluation tools and rubrics based on the California Professional Standards for Educational Leaders. <p>G2: BROWN ACT The Governing Board complies with most material provisions of the Brown Act.</p> <ul style="list-style-type: none"> • Review of Binder 1 provided evidence of regular Board of Directors meetings scheduled for the 2019-2020 school year. Agendas and approved minutes of Board of Directors meetings are posted on the school website for the following dates: 8/22/19, 10/23/19, and 11/20/19. Agendas (but not minutes) are posted on the school website for 1/22/20 and 2/26/20. • Review of the NEW Academy Special Business meeting agenda for 3/23/20 includes Brown Act Training as an agenda item. The agenda for this meeting provides evidence of compliance with teleconferencing requirements. <p>G5: DATA-BASED DECISION-MAKING The Board of Directors regularly monitors school performance and other internal data to inform decision-making.</p> <ul style="list-style-type: none"> • Board of Directors meeting agendas and minutes indicate that the organization has a standing agenda item (“Education Committee/Academic Excellence”) that provides the Board of Directors with information on student performance. Review of agendas of Board of Directors meetings occurring during the 2019-2020 school year revealed evidence of various discussion topics and/or action items listed under the Education Committee/Academic Excellence item including Administrator Reports, Test Data Report, CDE Dashboard Local Performance, Student Data Review, SARC Report, and ELPAC Summative Data Review. 	



Areas Noted for Further Growth and/or Improvement

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)

- Documents reviewed at the time of oversight and review of the school’s website did not provide evidence that the School Site Council (SSC) had met during the 2019-2020 school year.
- ELAC agendas reviewed at the time of oversight did not include any evidence that the importance of regular school attendance was discussed or agendaized for future meetings.

G2: BROWN ACT

- Except for the agendas of regular Board of Directors meetings on 1/22/20 and 2/26/20, the other Board of Directors meeting agendas posted to the school website for the 2019-2020 school year do not contain information relating to teleconferencing requirements.
- Board of Directors meeting agendas do not include information about reasonable accommodations for individuals with disabilities.

G4: STAFFING

- Although the school provided documentation of established policies and procedures 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, review of documentation provided by the school revealed multiple issues relating to tuberculosis (TB) clearances, Child Abuse Mandated Reporter training, and vendor certifications. These issues are detailed under *O12: Clearances and Credentialing Compliance* below.

Corrective Action Required

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

Notes:

- In response to CSD inquiries regarding the reporting relationships between positions listed on the school’s organizational chart that are unclear due to what appear, in some cases, to be cyclical, rather than linear, relationships, as well as inquiries relating to the duties/responsibilities of the N.E.W. Academy Advisory Committee and Chief Academic Specialist, executive leadership shared that the organization has had ongoing discussions about changing the organization charts in the schools' charters to reflect the actual structure of the organization in practice, but has not passed any resolution to make any changes as of this time.
- In response to CSD inquiries regarding the student-parent handbook’s description of general complaint procedures which state that decisions of the Board of Directors regarding general complaints can be appealed to the California Department of Education (CDE), executive leadership clarified that only decisions of the Board of Directors regarding matters that fall under the scope of the Uniform Complaint Procedures (UCP) can be appealed to the CDE, and stated that the student-parent handbook will be revised to clarify this policy.

***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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school’s executive level leadership 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>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:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity 		
	Rubric	Sources of Evidence



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

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <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) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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

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

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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



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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>		
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A2: SBAC SUBGROUP MATH The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019.</p> <ul style="list-style-type: none"> • The Latino subgroup increased by 3.15 percentage points from 31.39% to 34.54%. • The Socioeconomically Disadvantaged subgroup increased by 1.51 percentage points from 32.14% to 33.65%. • However, the English Learner subgroup <i>decreased</i> by 4.77 percentage points from 16.25% to 11.48%. <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 and Exceeded the standards, in ELA, on the SBAC is 40.61%, which is a rate higher than the Resident Schools Median of 34.34%. <p>A4: SBAC SCHOOLWIDE MATH The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median.</p> <ul style="list-style-type: none"> • The schoolwide percentage of students who Met and Exceeded the standards, in Math, on the SBAC is 35.65%, which is a rate higher than the Resident Schools Median of 26.92%. <p>A5: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the Resident Schools Median.</p> <ul style="list-style-type: none"> • The school's reclassification rate is 24.7%, which is higher than the Resident Schools Median of 24.5%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: SBAC SUBGROUP ELA None of the school's subgroups demonstrated growth in CAASPP (SBAC) ELA performance between 2017-2018 and 2018-2019.</p> <ul style="list-style-type: none"> • The English Learner subgroup decreased by 10.16 percentage points from 20.00% to 9.84%. • The Latino subgroup decreased by 2.88 percentage points from 42.15% to 39.27%. 	



- The Socioeconomically Disadvantaged subgroup decreased by 1.45 percentage points from 42.41% to 40.96%.
- In light of these results, school leadership reports taking the following actions:
 - Provided professional development (PD) in ELA for teachers based on areas of need identified through analysis of internal assessment data
 - Provided targeted, in-class interventions for struggling students
 - Established monthly Professional Learning Community (PLC) meetings to analyze data, discuss student concerns, and plan instruction

A6: “AT RISK” ENGLISH LEARNERS

The school’s percentage of “At Risk” English Learners is at rate higher than the Resident Schools Median.

- The school’s percentage of “At-Risk” English Learners is 16.8%, which is higher than the Resident School Median of 13.2%
- In light of these results, school leadership reports taking the following actions:
 - Hired an English Language Development (ELD) Coordinator to provide coaching support to classroom teachers and develop ELD-focused PD
 - Implemented monthly ELD-focused PD on topics such as deconstructing the ELD standards, setting language objectives, and integrated ELD strategies
 - Adopted the Benchmarks Advance ELD curriculum
 - Provided targeted-interventions (one on one support and/or small group instruction) tailored to the individual needs of struggling English Learners

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools)

The school has demonstrated developing levels of student achievement and progress as measured by the 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.

- Kindergarten
 - The percentage of students proficient in ELA in 2018-2019, as measured by the Running Records assessment, *decreased* by 6 percentage points from 73% at the beginning of the year to 67% at the end of the year.
 - The percentage of students proficient in Math, as measured by the enVisionMATH assessment, increased by 72 percentage points from 8% at the beginning of the year to 80% at the end of the year.
- 1st Grade
 - The percentage of students proficient in ELA in 2018-2019, as measured by the Running Records assessment, *decreased* by 6 percentage points from 82% at the beginning of the year to 76% at the end of the year.
 - The percentage of students proficient in Math, as measured by the enVisionMATH assessment, increased by 75 percentage points from 1% at the beginning of the year to 76% at the end of the year.
- 2nd Grade
 - The percentage of students proficient in ELA in 2018-2019, as measured by the Running Records assessment, increased by 6 percentage points from 67% at the beginning of the year to 73% at the end of the year.
 - The percentage of students proficient in Math, as measured by the enVisionMATH assessment, increased by 72 percentage points from 3% at the beginning of the year to 75% at the end of the year.



Corrective Action Required

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

Notes:

None.

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



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

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

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

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



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 similar 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 type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
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 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 similar 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 type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4) <input type="checkbox"/> Other: (Specify)

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

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



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

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

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

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



***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 (SBAC) data as measured by:

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

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

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



CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

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

I. Academic Performance

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

Performance Level Color: Orange

Change Level: Maintained

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

Performance Level Color: Orange

Change Level: Maintained

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Red

Change Level: Increased

A15: GRADUATION RATE

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Blue

Change Level: Maintained



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: N.E.W. Academy of Science and Arts

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/10/2020

NOTES:

A12: ENGLISH LEARNER PROGRESS: While no Performance Level Color nor Change Level are provided for this indicator by the CDE, the California School Dashboard report for the school indicates 48.7% of English Learners are making progress towards English language proficiency, which falls within the “Medium” progress level.

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

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p>	
<p>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.</p>	
<ul style="list-style-type: none"> • Review of documentation provided in Binder 3 provided evidence of a visitor’s policy (in English in Spanish) and a site-specific emergency plan listing roles, assignments, and responsibilities for staff, and evacuation maps. The emergency plan addresses procedures for emergency events including, but not limited to, Fire, Severe Weather, Hostage Situation, Earthquake, and Hazardous Material Spill. • Review of documentation provided in Binder 3 provided evidence that staff participated in Child Abuse Mandated Reporter training on 8/14/19 and suicide prevention and awareness training, blood borne pathogens training, and emergency procedures training on 8/15/19. • Review of documentation provided in Binder 3 provided evidence that the school has scheduled emergency drills for the 2019-2020 school year including ten (10) fire drills, seven (7) earthquake drills, three (3) lock down drills, and two (2) shelter in place drills. • Classroom walkthroughs provided evidence of emergency backpacks, evacuation maps, class rosters, buckets, and first aid kits in classrooms. Although individual classrooms did not have food and water provisions, school leadership stated that the school is in the process of purchasing food and water for each classroom. • Campus walkthroughs and discussions with school leaders provided evidence of adequate 3-day emergency provisions of food and water. 	
<p>O2: HEALTH AND SAFETY</p>	
<p>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"> • Review of documentation in Binder 3 provided evidence that forty-nine (49) staff members received Epi-Pen training on 8/15/19. • Review of documentation in Binder 3 provided evidence that vision and hearing screenings were scheduled for 4/15/20 and 4/16/20, respectively. 	
<p>O3: STANDARDS–BASED INSTRUCTION</p>	
<p>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 the charter school’s leadership. The three focus areas for classroom observations were: 1) Intellectual Student Engagement, 2) Academic Rigor, and 3) Integrated ELD. • Classroom observations provided evidence of students engaged in student-centered activities such as peer-to-peer discussions (e.g, 3rd grade students analyzing a map of tornado activity in a small group), personalized expository writing assignments (e.g., 1st grade students writing about their favorite restaurants), teachers redirecting student questions to other students during whole-group direct instruction, and numerous resources, scaffolds, and supports for English Learners (e.g., “OREO” graphic organizer for expository writing: Opinion-Reason-Example-Opinion, sentence stems, and objectives posted in English and Spanish). 	



- Review of documentation in Binder 3 provided evidence of standards-based unit planning for multiple grade levels and standards-aligned classroom observation tools.

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM

The school has substantially implemented the key features of the educational program described in the charter.

- Discussion with school leaders provided evidence that the Dual Language Immersion program is now fully-staffed by bilingual teachers.
- Classroom observations provided evidence of bilingual instruction.
- Review of documentation in Binder 3 and discussion with school leaders provided evidence that students participate in an art exchange program with students in foreign countries including Mexico and Japan. School leaders also provided evidence that the school has partnered with Angel's Gate to bring artists and authors to visit the school and speak to students.

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.

- Review of the school's Welligent 200 report at the time of oversight indicated that 100% of IEP's were held within legal timelines.
- Review of the school's Welligent 300 report at the time of oversight indicated that 96% of services are in Tier 1 or Tier 2. Although services for one (1) student were in Tier 6, the school's contact for special education shared that this could be due to a misunderstanding on how to make adjustments to Welligent in the case of a student absence. The school requested guidance on Welligent procedures and LAUSD Charter Operated Programs (COP) staff agreed to provide this resource to the school.
- Review of documentation in Binder 3 provided evidence that the school provided professional development (PD) on the topic of "Supporting Students with Disabilities" on 2/18/20. Binder 3 also contained evidence that COP staff provided PD on the topic of "Responding to Behavior and Keeping Safety in Mind" on 2/4/20.

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.

- Review of documentation in Binder 3 provided evidence of a School Wide Expectations and Behaviors plan to promote positive behavior, a system of tiered intervention and support, alternatives to suspension, and a system of monitoring student discipline data.
- Review of the school's Student-Parent Handbook provided evidence of an anti-bullying policy.
- Review of the LAUSD Office of Data & Accountability Data Set revealed a 2018-2019 end-of-year suspension rate of 0.0%.

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT

The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- Review of documentation in Binder 3 provided evidence of parent workshops facilitated by school staff (e.g., "Supporting Student Learning at Home") as well as workshops facilitated by outside organizations such as Los Angeles County Department of Mental Health and the American Heart Association. Binder 3 also included a calendar, agendas, and sign-in sheets for monthly Coffee with the Principal meetings.



- Campus walkthroughs, Binder 3 documentation, and discussion with school leaders all provided evidence of the school's participation in the Project 2 Inspire Family Leadership Development Program. At the time of oversight, CSD staff observed a bilingual (English/Spanish) Project 2 Inspire meeting of approximately twenty parents engaged in a parent-facilitated training. Documentation in Binder 3 included a Program Description and Objectives and Learning Outcomes for the Project 2 Inspire program.

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY

The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website.

- Review of the school's website provides evidence that the following information and resources are made available to stakeholders: the school's 2019-2020 Student-Parent Handbook (in English and Spanish), general complaint procedures and uniform complaint procedures (UCP), current School Accountability Report Card (SARC), current LCAP, currently approved charter, 2018-2019 Audit Report, Title IX information in accordance with SB 1375, and information on how to initiate access to pupil mental health services in accordance with AB 2022.

O11: EVALUATION OF SCHOOL STAFF

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.

- Review of documentation in Binder 3 provides evidence of three distinct systems to evaluate teachers, teacher assistants, and classified personnel. The teacher evaluation process includes classroom observations, pre and post observation discussions/reflections, and a rubric aligned to the California Standards for the Teaching Profession. Teacher Assistants are evaluated on Personal Abilities, Supervision, and Professional Responsibilities. Classified personnel are evaluated on Job Knowledge and Skill, Communication and Interaction, and Commitment.

Areas Noted for Further Growth and/or Improvement**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES**

- Although six fire drills, four earthquake drills, two lock down drills, and one shelter in place drill were scheduled to have occurred before the oversight visit date, the "Emergency Drill Record Summary" provided by the school shows only four (4) fire drills (10/17/19, 11/15/19, 1/24/20, and 2/20/20) and one (1) earthquake drill (10/17/19) had been conducted by the time of oversight.

O2: HEALTH AND SAFETY

- Although the school provided a menu of meals provided by the school, no policy or other documentation was provided as evidence that the school provides needy students with at least one nutritionally adequate meal per day.

O12: CLEARANCES AND CREDENTIALING COMPLIANCE

- At the time of oversight, review of documentation provided by the school revealed the following issues:
 - The dates of TB clearance for ten (10) employees are more than 60 days before their start dates.



- The dates of completion of Child Abuse Mandated Reporter training for five (5) employees were more than six weeks after the first day of instruction for the 2019-2020 school year.
- No evidence of completion of Child Abuse Mandated Reporter training was provided for two (2) employees.
- The school did not provide evidence of receiving 2019-2020 Vendor Certification Forms from three (3) vendors.
- The dates of Vendor Certification for four (4) vendors are after the vendors' respective start dates.
- In light of these issues, school leadership reports the following:
 - The school will use training videos for Child Abuse Mandated Reporter trainings and will have all employees complete this training within 6 weeks from the first day of instruction, or within 6 weeks of their first day of employment, whichever is later. The school will verify completion of training by having all employees sign a sign-in sheet for training sessions.
 - The school will verify that new employees' TB clearance dates are no more than 60 days before the date of hiring.
 - The school will collect vendor certification forms from all vendors every school year.

Corrective Action Required

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

Notes:

- Issues described above for indicator O12 relating to Child Abuse Mandated Reporter training and vendor certifications necessitate an overall rating of "1" in this category (see **Note* below). However, if not for these specific issues, the overall rating for this category would be "3" based on the ratings for all individual indicators in this category.

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



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

The school has a system in place to ensure that:

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure that:

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

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



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

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



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

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



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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 type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <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 (B3.4a) <input checked="" type="checkbox"/> Classroom observation <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
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence



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

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



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

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

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

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

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

Rubric	Sources of Evidence



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

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



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



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/10/2020

5477	2016-2017					2017-2018					2018-2019				
N.E.W. Academy Canoga Park	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,713,179	1,809,553	1,834,933	1,834,932		2,230,490	4,317,502	4,805,141	2,795,290		0	1,477,229	1,949,947	1,949,948
Current Assets		4,878,606	4,855,668	4,834,929	4,584,374		5,159,326	5,150,956	5,529,793	5,444,655		0	5,686,877	6,378,983	6,378,225
Fixed and Other Assets		207,985	215,300	261,401	511,957		231,652	231,652	233,083	318,221		0	177,825	183,402	184,161
Total Assets		5,086,591	5,070,968	5,096,330	5,096,331		5,390,979	5,382,609	5,762,876	5,762,876		0	5,864,702	6,562,385	6,562,386
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		175,604	174,093	121,519	124,728		191,996	144,121	125,818	150,177		0	90,482	244,062	244,063
Other Long Term Liabilities		13,607	13,607	3,234	0		33,881	33,881	24,358	0		0	24,358	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		189,211	187,700	124,753	124,728		225,877	178,003	150,176	150,177		0	114,840	244,062	244,063
Net Assets		4,897,379	4,883,268	4,971,577	4,971,603		5,165,102	5,204,606	5,612,700	5,612,699		5,600,923	5,749,862	6,318,323	6,318,323
Total Revenues	5,794,639	5,924,340	5,893,220	6,001,324	6,001,324	5,945,458	6,265,113	6,292,519	6,353,844	6,353,843	6,616,218	6,155,063	6,277,676	6,509,387	6,482,859
Total Expenditures	5,615,535	5,751,186	5,734,181	5,753,976	5,753,950	5,934,648	6,071,588	6,059,491	5,712,747	5,712,747	6,426,066	6,166,839	6,140,513	5,803,764	5,777,235
Net Income / (Loss)	179,105	173,154	159,039	247,348	247,374	10,810	193,525	233,028	641,097	641,096	190,152	(11,777)	137,163	705,623	705,624
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	179,105	173,154	159,039	247,348	247,374	10,810	193,525	233,028	641,097	641,096	190,152	(11,777)	137,163	705,623	705,624
Net Assets, Beginning	4,530,807	4,724,225	4,724,225	4,724,225	4,724,229	4,883,268	4,971,577	4,971,577	4,971,603	4,971,603	5,246,195	5,612,700	5,612,699	5,612,700	5,612,699
Adj. for restatement / Prior Yr Adj	0	0	4	4	0	0	0	1	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	4,530,807	4,724,225	4,724,229	4,724,229	4,724,229	4,883,268	4,971,577	4,971,578	4,971,603	4,971,603	5,246,195	5,612,700	5,612,699	5,612,700	5,612,699
Net Assets, End	4,709,911	4,897,379	4,883,268	4,971,577	4,971,603	4,894,078	5,165,102	5,204,606	5,612,700	5,612,699	5,436,347	5,600,923	5,749,862	6,318,323	6,318,323

5477	Audited Financials					2019-2020				
N.E.W. Academy Canoga Park	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,415,619	1,834,932	2,795,290	1,949,948	0		5,605,865	0	0	0
Current Assets	4,663,101	4,584,374	5,444,655	6,378,225	0		6,331,820	0	0	0
Fixed and Other Assets	259,658	511,957	318,221	184,161	0		129,164	0	0	0
Total Assets	4,922,759	5,096,331	5,762,876	6,562,386	0		6,460,984	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	198,530	124,728	150,177	244,063	0		152,598	0	0	0
Other Long Term Liabilities	0	0	0	0	0		19,770	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	198,530	124,728	150,177	244,063	0		172,368	0	0	0
Net Assets	4,724,229	4,971,603	5,612,699	6,318,323	0		6,288,616	0	0	0
Total Revenues	6,103,138	6,001,324	6,353,843	6,482,859	0	6,265,455	6,343,730	0	0	0
Total Expenditures	5,370,350	5,753,950	5,712,747	5,777,235	0	6,212,837	6,373,437	0	0	0
Net Income / (Loss)	732,788	247,374	641,096	705,624	0	52,618	(29,707)	0	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	732,788	247,374	641,096	705,624	0	52,618	(29,707)	0	0	0
Net Assets, Beginning	3,991,441	4,724,229	4,971,603	5,612,699	0	5,749,862	6,318,323	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	55,254	0	0	0	0
Net Assets, Beginning, Adjusted	3,991,441	4,724,229	4,971,603	5,612,699	0	5,805,116	6,318,323	0	0	0
Net Assets, End	4,724,229	4,971,603	5,612,699	6,318,323	0	5,857,734	6,288,616	0	0	0



FISCAL OPERATIONS		RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>NEW Academy Canoga Park’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$6,318,323 and net income of \$705,624. The 2019-2020 First Interim projects positive net assets of \$6,288,616 and a net loss of (\$29,707).</p> <p>According to NEW Academy’s independent audit report dated June 30, 2019, NEW Academy Canoga Park is one of two schools operated by NEW Academy. NEW Academy currently has two schools that are authorized by the Los Angeles Unified School District (LAUSD). NEW Academy’s fiscal condition is strong. NEW Academy and its charter schools reported positive net assets of \$8,091,982 and net income of \$1,043,493. NEW Academy, without its charter schools, reported net assets of \$0 and net income of \$0. According to NEW Academy, there are no management fees charged to NEW Academy Canoga Park or the other charter school that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including consulting fees, audit costs, and legal costs that are related to the organization as a whole. These costs are allocated between the schools based on Average Daily Attendance (ADA).</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>		3																													
	<table border="1"> <thead> <tr> <th></th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$4,724,229</td> <td>\$4,971,603</td> <td>\$5,612,699</td> <td>\$6,318,323</td> <td>\$6,288,616</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$732,788</td> <td>\$247,374</td> <td>\$641,096</td> <td>\$705,624</td> <td>(\$29,707)</td> </tr> <tr> <td>Transfers In/Out</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (First Interim)	Net Assets	\$4,724,229	\$4,971,603	\$5,612,699	\$6,318,323	\$6,288,616	Net Income/Loss	\$732,788	\$247,374	\$641,096	\$705,624	(\$29,707)	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
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Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from NEW Academy (including bank statements, bank reconciliations, credit card statements, and check registers) for the two NEW Academy charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these NEW Academy charter schools, to assess overall compliance with NEW Academy Schools' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to NEW Academy's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific NEW Academy school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each NEW Academy charter school.

1. Checks and a Payroll Journal Entry Outstanding for 90 Days or More:

Based on the CSD's review of the school's Bank Reconciliation Reports for the months of July 2019 through December 2019, the CSD noted two checks and a payroll journal entry that, as of December 31, 2019, had been outstanding for 90 days or more. Details regarding these items are provided below.

Checks:

Item #	Acct # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 12/31/2019)	NEW Academy's Response
1	X2713	20579	9/11/2019	School Employee	\$7.00	111	This check was voided and reissued.
2	X0462	20517	7/17/2019	Jones School Supply Co. Inc.	\$62.88	167	This check was voided and reissued.
Total					\$69.88		



Journal Entry:

Acct # Ending in	Journal Entry #	Date Posted	Amount	Number of Days Journal Entry Outstanding (As of 12/31/2019)	NEW Academy's Response
X2713	NACP1014	6/30/2019	\$2,755.49	184	This journal entry was due to the school's transition to a new back office services provider firm. The new back office services provider firm contacted the former back office services provider for details regarding the outstanding payroll checks.

The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, journal entries and reissuance of checks that have been outstanding for specified periods of time.

2. Delinquency Charges:

Based on the CSD's review of the school's checks and credit card statements, the CSD noted invoices and credit card statements that referenced interest charges and late fees. These interest charges and late fees are summarized below.

Vendor Invoices:

Item #	Acct # Ending in	Check #	Check Issuance Date	Vendor Name	Check Amount	Late Fees
1	X6787	501216	3/8/2019	ENLITE IT SOLUTIONS, INC	\$393.58	\$393.58
2	X6787	501285	4/26/2019	AT&T U-VERSE Internet	\$129.25	\$9.25
3	X6787	501328	5/17/2019	De Lage Landen Financial Services, Inc.	\$4,661.42	\$111.69
4	X0462	20716	12/12/2019	AT&T	\$78.80	\$9.25
5	X0462	20725	12/12/2019	De Lage Landen Financial Services, Inc.	\$2,394.70	\$111.69
6	X2713	20829	12/19/2019	TPx Communications	\$5,955.91	\$29.31
Total					\$13,613.66	\$664.77



Credit Card Transactions:

Item #	Acct # Ending in	Statement Closing Date	Interest Charges	Past Due Amount	Late Fees	New Academy's Response
1	X4689	7/28/2019	\$50.87	-	-	The school subsequently established online access for this account.
2	X4689	8/28/2019	\$13.60	-	-	
3	X0376	9/28/2019	\$16.21	\$25.00	-	The school subsequently established online access for this account.
4	X0376	10/28/2019	-	-	\$10.00	
5	X0404	7/14/2019	\$1.88	-	\$39.00	This account was closed in January 2020.
6	X0404	8/14/2019	\$4.12	-	\$39.00	
7	X0404	10/14/2019	\$3.76	-	\$39.00	
8	X0404	11/14/2019	\$6.41	-	\$39.00	
9	X0404	12/14/2019	\$7.34	-	\$39.00	
Total			\$104.19	\$25.00	\$205.00	

The school stated that the duties of its office staff members were modified, because the staff member normally assigned to process vendor invoices was away on leave. The school further stated that its newly-assigned staff member is still adopting to these modified duties. Moreover, the school indicated that it has contacted this vendor and requested more favorable terms, and requested that all future invoices to be sent electronically and directed to the school's staff member currently assigned to process invoices.

The CSD recommends that the school implement procedures to track all invoices and credit card statements, and ensure that all vendors are paid timely, to avoid additional late charges in the future.

3. Discrepancies Between Information Appearing on Face of Checks Versus Check Register Information:

Based on the CSD's review of the school's check register for the period spanning from January 2019 through December 2019, a sample of 40 transactions were selected for further review. The CSD noted disparities between the information appearing on the school's canceled checks that and information appearing in the school's check register in the check register (including payee names and check amounts). Details regarding these discrepancies are provided below.



Item #	Acct # Ending in	Check #	Information Reflected in the Check Register			Information Appearing on Canceled Check Images Cleared by Bank		
			Check Issuance Date	Payee Name	Amount	Check Issuance Date	Payee Name	Amount
1	X0462	20677	11/25/2019	Casa Loma Apartments	\$14,115.12	11/1/2019	PRN Nursing Consulting LLC	\$612.50
2	X0462	20680	11/25/2019	La Villa Mariposa	\$11,656.51	11/1/2019	So Cal Gas	\$41.80

According to the back office services provider firm, the company’s month-end process includes retrieving draft check registers early in the month for preliminary review. The back office services provider firm further stated that these draft check registers might be incomplete, since the month-end closing is not yet complete at the time these registers are generated. The back office services provider advised the CSD that the firm inadvertently used these draft registers to compile the multi-month register for this year’s fiscal review (during the oversight visit). The back office services provider firm acknowledged this error and subsequently submitted a corrected check register to the CSD. Finally, the back office services provider firm indicated that it has modified its internal process for retrieving check registers for oversight visit purposes, to ensure that only the final reconciled check registers are provided.

The CSD recommends that the school instruct its back office services provider firm to review school data that it compiles for accuracy prior to disseminating it to requesting parties.

4. Lack of Documented Approval for an Employee Reimbursement:

Based on the CSD’s review and analysis of supporting documents provided by the school, the CSD noted an expense reimbursement from the School Administrator that lacked evidence of the required approvals (Check # 20790, in the amount of \$247.37, dated 12/9/2019). The documentation provided to the CSD indicates that this expense reimbursement request was electronically approved by the party that incurred these expenses (the School Site Administrator). Moreover, the expense report provided lacked evidence of approval by a member of the school’s governing board.

Page 14 of the 11/20/2019 NEW Academy Schools’ Fiscal Policies and Procedures states: “School Site Administrator expense reports must be approved by a member of the board.”

The CSD recommends that the school ensure that all expense reimbursements indicate the appropriate documented approvals as required in the governing board-approved fiscal policies and procedures.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s



next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

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

1. Employment of Relatives:

During the CSD’s Segregation of Duties interviews conducted during this year’s fiscal review, school staff members disclosed the existence of some familial relationships within the organization. The CSD noted that there were no direct supervision or reporting relationships between these family members. Further, on April 22, 2020, the President of the school’s governing board submitted a written statement to the CSD confirming that the NEW Academy Board of Directors is aware of the familial relationships cited above and affirmed that there were no direct supervision or reporting relationships between these family members.

The CSD recommends that the school adopt a nepotism policy and update the school’s policies and procedures manual, to include guidance concerning the recruitment and hiring of relatives within the organization.

2. Material Differences Between Interim Financial Reports:

During the discussion with the school’s leadership team regarding the variances between interim financial statements on March 4, 2020 (CSD’s 2019-2020 fiscal review), the CSD noted that the leadership team was not able to provide an explanation relative to the material differences amongst the interim reports. According to the school, it changed their back office services provider and had to reach out to the former back office services provider for details of the variances. On March 13, 2020, the school provided the requested explanation.

The CSD recommends that school’s governing board establish expectations for the school’s leadership team to improve its knowledge and understanding of the school’s interim financial reports that are presented to the governing board by the school’s back office services provider firm.

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

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from June 2019 through December 2019. Selected the months of July 2019 through December 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Chase Bank Checking Account Ending in X6787 (Operating Account, NEW Academy of Science and Arts, account closed in October 2019)
 - b. California Credit Union Checking Account Ending in X0462 (Operating Account, NEW Academy of Science and Arts)
 - c. California Credit Union Checking Account Ending in X1060 (Student Body Account, NEW Academy Canoga Park)
 - d. Chase Bank Checking Account Ending in X2713 (Operating Account, NEW Academy Canoga Park)
 - e. Western International Securities, Inc. Account Ending in X0386 (Investment Account, NEW Academy Canoga Park)
3. Reviewed credit card statements from July 2019 through December 2019. Selected the months of August 2019, November 2019, and December 2019 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Chase Bank Credit Card Ending in X0404 (School Principal, NEW Academy of Science and Arts, account closed in January 2020)
 - b. California Credit Union Credit Card Ending in X0376 (School Principal, NEW Academy of Science and Arts)
 - c. Chase Bank Credit Card Ending in X4689 (School Principal, NEW Academy Canoga Park)
4. Reviewed the following 40 checks and four electronic withdrawal transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers: 20527; 20538; 20628; 20749; 20765; 20790; 20804; 20829; 308052; 308388; 308401; 308414; 308434; M5832; M5833; M5840; M5842; 1028; 20579; 20675; 20677; 20680; 20692; 20716; 20725; 20729; 20734; 20745; 20747; 20748; 20750; 20758; 20766; 501216; 501285; 501311; 501328; 501333; 501395; 501401
 - b. Electronic Withdrawals Transactions (Checking Account Ending in X2713 – transaction dates): 8/15/2019; 8/22/2019; 8/30/2019
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$1,949,948, and total expenditures equal \$5,777,235. Therefore, the school's cash reserve level is 33.75%, 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 NEW Academy of Science and Arts. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. Pursuant to AB 1871, a signed written statement that indicates that NEW Academy Canoga Park is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. NEW Academy Canoga Park did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
11. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.



12. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
13. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
14. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
15. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
16. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
17. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
18. Evidence of NEW Academy Canoga Park offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
19. Equipment inventory was provided.
20. The 2019-2020 LCAP was submitted to LAUSD.
21. The most current LCAP is posted on the charter school’s website.
22. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website.
23. The most current Audited Financial Statements are posted on the charter school’s website.
24. The 2018-2019 audited and unaudited actuals nearly mirror each other.

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

N/A



Fiscal Operations Rubrics

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

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

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



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). <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"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual 	<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> <ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p 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"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual
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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>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<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>



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.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

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

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><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. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <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 6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school’s website; and 9. The LCAP is submitted to the appropriate agencies. <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>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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: N.E.W. Academy of Science and Arts

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/10/2020

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