



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2019-2020 SCHOOL YEAR (REMOTE VERSION)\*\*** FOR

**LOS ANGELES LEADERSHIP ACADEMY - 8756**

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.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



<b>Charter School Name:</b>		<b>Los Angeles Leadership Academy</b>			<b>Location Code:</b>	<b>8756</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
2670 Griffin Avenue 234 E. Avenue 33		Los Angeles	90031	(213) 381-8484 (323) 227-7719		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2017 to June 30, 2022			2	East		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
230 high school 249 middle: 479		550	6-12		6-12	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>Classified:</b>			
57		37	20			
<b>Charter School's Leadership Team Members:</b>		Arina Goldring, Executive Director; Cynthia Cuprill, Principal HS; Betsy Felix, Principal MS				
<b>Charter School's Contact for Special Education:</b>		Tina Butler, Chief Operations Officer				
<b>CSD Assigned Administrator:</b>		<b>CSD Fiscal Services Manager:</b>				
Dr. Alves-Monaster		Remedios Dizon				
<b>Other School/CSD Team Members:</b>		None				
<b>REMOTE Oversight Visit Date(s):</b>		<b>Fiscal Review Date (if different):</b>				
May 1, 2020		N/A				
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>				
No		N/A				
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>				
		N/A				

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives 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	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>(G1) 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), such as:</p> <ul style="list-style-type: none"> <li>• Evidence of Bylaws, organizational chart, Board Members, Board Meeting Agendas, Board Meeting Calendars.</li> <li>• ELAC meetings included agendas and sign-ins with dates such as 10-17-19, 11/21/19, and 2-13-20, with topics such as “Presentation of the Purpose of ELAC,” sharing of CA Dashboard Data on English Learners, and Recommendations for EL’s on SPSA.</li> <li>• Documents pertaining to Directors and Principal’s Evaluations.</li> </ul> <p>(G2) The Governing Board complies with most material provisions of the Brown Act</p> <ul style="list-style-type: none"> <li>• Brown Act training was conducted during the Board Meeting January 28, 2020. The Board of Directors provides opportunity for open public participation as noted on each Agenda. This is done via zoom Board Meetings.               <ul style="list-style-type: none"> <li>○ Minutes of meetings have not been posted since the last 6 meetings since January 28, 2020. Some of the agendas and minutes have different items, for example:</li> <li>○ 12/4/19 has Public Session, Communications and minutes; Reports, New Business, Closed Session and Open session; while the Minutes include a items that are not consistent – such as no New Business, no Closed Session and no Open session updates.</li> </ul> </li> </ul> <p>(G5) The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</p> <ul style="list-style-type: none"> <li>• Agendas include standing items such as- CEO’s Report, Principal Report, Student Leadership Council Report, Parent Teacher Report, Athletic Director Report, and Board Committee Report which provides a level of consistency for reporting purposes.</li> <li>• CSD received additional data including a High School and Middle School Board Reports, Power Point presentations addressing data and presentations regarding Saturday School Plan.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(G2) Minutes of meetings have not been posted since the last 6 meetings since January 28, 2020. Some of the agendas and minutes have different items, for example:</p> <ul style="list-style-type: none"> <li>• 12/4/19 has Public Session, Communications and minutes; Reports, New Business, Closed Session and Open session; while the Minutes include a items that are not consistent – such as no New Business, no Closed Session and no Open session updates.</li> </ul> <p>(G5) The 9-29-19 agenda included Principal’s Reports with items such as Student Achievement Data/Benchmarks Status; curriculum and instruction, professional development and college and career readiness. Per conversation with the school leadership it is important to note that the Board Minutes include some detail regarding the Board Members understanding and decision making as it pertains to sound Governing Board decision making in support of continuous improvement and monitoring of student achievement.</p>	



Corrective Action Required

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

Notes:

As noted on prior oversights:

- CSD requests that prior to any facility leasing agreement, the LALA Governing Board, provide a detailed action plan and evidence of such transaction to ensure that the establishment of controls and concerns regarding conflict of interest are addressed.
- NOTE: For informational purposes, for both facilities, their leasing agreements are due to expire for 2670 Griffin Education Center, Inc., August 2021 and Florence Crittenton Center, June 2019.

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



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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (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
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) <b>COVID-19 UPDATE – Board Meetings</b>



**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
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <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
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <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"> <li>Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" 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"> <li>The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> </ul>		
	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, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (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: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

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

<p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b></p> <p>N/A</p>
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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	2
<p><b>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p><b>If yes, what is the school's identification? (See additional information within "Notes" section below)</b></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>(A1) Subgroups' growth in CAASPP ELA:</p> <ul style="list-style-type: none"> <li>• 30.00 % of Latino students Met or Exceeded the Standards, which reflects an growth of 7.17 percentage points.</li> <li>• 29.70% of Socioeconomically Disadvantaged students Met or Exceeded Standard, which reflects a growth of 7.11 percentage points.</li> </ul> <p>(A6) The school's percentage of "At Risk" English Learners is 1.2%, which is the same as the Resident Schools Median.</p> <p>(A8) The school's Four-Year Adjusted Cohort Graduation Rate is 87.2%, which is at a rate higher than Resident Schools Median of 86.9%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>(A1) Some of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, whereas:</p> <ul style="list-style-type: none"> <li>• 3.70% of English Learners Met or Exceeded the Standards, which reflects a decline of 0.53 percentage points.</li> <li>• 0.00% of Students with Disabilities Met or Exceeded Standard, which reflects a decline of 5.71 percentage points.</li> </ul> <p>(A2) None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, whereas:</p> <ul style="list-style-type: none"> <li>• 2.47% of English Learners Met or Exceeded the Standards, which reflects a decline of 0.35 percentage points.</li> <li>• 9.63 % of Latino students Met or Exceeded the Standards, which reflects an decline of 0.84 percentage points.</li> <li>• 10.12% of Socioeconomically Disadvantaged students Met or Exceeded Standard, which reflects a decline of 2.06 percentage points.</li> <li>• 0.00% of Students with Disabilities Met or Exceeded Standard, which reflects a decline of 5.88 percentage points.</li> </ul> <p>(A3) The schoolwide percentage of students who Met and Exceeded Standards in 6<sup>th</sup> - 8<sup>th</sup> and 11<sup>th</sup> Grade on the SBAC in ELA is 29.91%, which is substantially lower than the Resident Schools Median at 49.07%.</p> <p>(A4) The schoolwide percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> and 11<sup>th</sup> Grade on the SBAC in Math is 11.15%, which is substantially lower than the Resident Schools Median at 32.56%.</p> <p>Note the school noted the following plans to support and increase academic performance:</p>	



To increase proficiency rates of all subgroups based on CAASPP assessments we have provided focused professional development to all teachers. Approximately 85% of the 6-12 faculty are certified in Sheltered Instruction Observation Protocol (SIOP). The new staff have received at least 2 sessions of SIOP professional development during the 2019-2020 school year. The instructional leadership team, composed of administrators, department chairs, teacher and mentor teachers have been receiving professional development focused on observation protocols for the 5 Dimensions of Teaching and Learning. In addition, administration and teacher leaders are using the expectations of 5D for internal professional development sessions for 6-12 faculty.

At the high school, students participate in ELA and math interventions/enrichment weekly. The intervention programs are online and adaptive to provide students with individualized instruction. In addition to weekly math intervention for math and ELA, middle school students participate in ELA and math Universal access that provides them additional support. After school tutoring is also available to students for both ELA and Math for grades 6-8.

(A5) The school reclassifies English Learners at 1.9%, which is at a rate lower than the Resident Schools Median at 16.7%.

(A7) The school's percentage of LTELs is 28.7%, which is at a rate higher than the Resident Schools Median at 15.0%.

(A5 and A7): The school leadership has noted:

To increase student awareness regarding English fluency progress, EL students in grades 6-12 complete a reclassification application. It helps them determine if they are eligible to reclassify as English proficient and to realize which reclassification category requires improvement. We continue to work with all students to bring awareness to the importance of the ELPAC assessment and to provide critical instruction to prepare them to be proficient in English.

Corrective Action Required

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

Notes:

**Reclassification Criteria**

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Meet one of following three criteria:
  - Score of Standard Met or Exceeded on the most recent California Assessment of Student Performance and Progress (CAASPP) exam
  - Language and Reading proficiency as measured by the internal benchmark
  - Basic, Met, or Proficient Lexile level based on internal benchmark. (6th-1<sup>2th</sup> grade)\*
- Teacher evaluation based on student English Language Arts and ELD grades/progress report marks\*\*
- Parent consultation and approval

**\*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"> <li>• 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)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**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"> <li>• 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)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input checked="" type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**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"> <li>Schoolwide ELA data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <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"> <li>Schoolwide Math data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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

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

- English Learner reclassification rate for 2018-2019 (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input 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 checked="" 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 checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(within “Notes” section above) (B2.4)</b> <input type="checkbox"/> Other: (Specify)

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

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

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" 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 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 checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b>



**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"> <li>• Providing supports for Long Term English Learners 2018-2019 (CDE)</li> </ul>		
Performance	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 checked="" 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 type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b>

**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"> <li>• Four-Year Adjusted Cohort Graduation Rate (CDE) <b>(high schools only)</b></li> </ul>		
Performance	Rubric	Sources of Evidence
Performance	<input checked="" 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 type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input checked="" type="checkbox"/> Graduation Requirements <b>(within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only)</b> A-G requirements must be met with C or better.



**\*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). Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**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
<b>Performance</b>	<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 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 checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information <b>(B2.2)</b> <input type="checkbox"/> School Internal Assessment Data Report or equivalent <b>(B2.6)</b> <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: Yellow  
Change Level: Increased Significantly

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

Performance Level Color: Red  
Change Level: Maintained

**A12: ENGLISH LEARNER PROGRESS**

Performance Level Color: Choose an item.  
Change Level: Choose an item.

**A13: COLLEGE/CAREER (high schools only)**

Performance Level Color: Orange  
Change Level: Declined

**II. Academic Engagement**

**A14: CHRONIC ABSENTEEISM**

Performance Level Color: Green  
Change Level: Declined

**A15: GRADUATION RATE**

Performance Level Color: Green  
Change Level: Increased

**III. Conditions and Climate**

**A16: SUSPENSION RATE**

Performance Level Color: Red  
Change Level: Increased



**NOTES:**

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

1. **MET:** Increase the number of students who successfully complete A-G with C or better as measured by cohort graduation rates  
Based on the Four-Year Adjusted Cohort Graduation Rate Data, in 2017-2018 the graduation cohort rate was 84.9% and for 2018-2019 it was 87.2, a difference of 2.3 percentage points.
  
2. **NOT MET:** Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment – (data included as part of A1 and A2). To address the school not meeting this benchmark, the school leadership has submitted a detail analysis (for perspective) and a plan for the year:  
**English Learners**  
Of the English Learners in grades 6-8 who took the CAASPP in 2019
  - 5% (4/75) are newcomers that arrived in 2017 or thereafter
  - 61% (46/75) are LTELSOf the 11th grade ELs who took the CAASPP in 2019,
  - 83% (5/6) are newcomers that arrived in 2017 or thereafter
  - 50% (4/8) are LTELS who are also students with disabilitiesWhile there was a decrease in overall performance on CAASPP ELA for ELs compared to the 2017-2018 school year,
  - 43% (6/14) of 11th grade ELs who participated in the CAASPP increased scores on ELPAC assessmentPer the California school dashboard, 60.8% of ELs are making progress towards English language proficiency.  
**Students with disabilities**  
Twenty-six middle school students with disabilities took the CAASPP in 2019.
  - 19% (5/26) are students with disabilities who are ELs
  - 50% (13/26) are LTEL students with disabilities.Although students with disabilities in grades 6-8 did not make gains in the CAASPP test,
  - 38% (5/13) of students with disabilities who are also LTELS increased their scores on the ELPAC assessment.Six high school students with disabilities took the CAASPP in 2019
  - 67% (4/6) are also LTELS While they may not have met proficiency scores on CAASPP, these students on average increased by 16 RIT points from their first NWEA assessment to the Fall 2019 assessment.



Continuing to support students with English language development will increase the likelihood of increasing proficiency scores on CAASPP reading for ELs. That includes strategically planning standards based instruction based on benchmark and summative assessment results. Increasing fidelity of curriculum implementation 6-12 and using the tools within the curriculum to differentiate support for ELs and students with special needs will increase proficiency. Focused professional development to reinforce SIOP implementation and instruction that is focused on the highly effective practices from the 5 Dimensions of Teaching and Learning framework will also increase acquisition of language. Also, increasing use of summative data to create individual, class, grade level and department goals will help us support students to demonstrate growth on CAASPP assessments.

3. **NOT MET**- Increase the number of English Learners demonstrating full EL proficiency as measured by reclassification rates at a rate equal to or higher than the District Average Based on the Reclassification Rates Data, in 2018-2019 the school's reclassification rate was 1.9%, which was lower than the District average at 22.8%. Per school leadership, the following is noted:

At the high school, a test discrepancy with the listening section of the test in spring of 2018 did not allow students to complete all subsets of the ELPAC. This discrepancy was formally reported. However, this impacted the opportunity to reclassify students. Nevertheless, based on 2019 ELPAC scores, the MS and HS currently have 9 students who have met all requirements for reclassification. Three additional high school students and 5 middle school students achieved a score of 4 on ELPAC and need only fulfill one more criteria to become eligible for reclassification. There are also 15 high school students and 19 students at the middle school who scored 3 overall on the 2019 ELPAC. We have a great opportunity to surpass our reclassification goals this school year by continuing to provide support through implementation of SIOP strategies, curriculum alignment, additional English language development during Universal Access (MS) and Academic English (HS), and individualized intervention tasks through No Red Ink (HS) and Achieve 3000 (MS). We also continue to increase awareness of reclassification requirements for students and parents through the eclassification application process that students complete to provide evidence of progress towards reclassification.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>(O3) WASC letter was provided as part of the documentation and the school is WASC accredited until June 2021. A-G courses have been approved through UC Doorways.</p> <p>(O4) The school utilized the Achieve 3000 program for grades 6-8 for intervention. Based on student usage data from 2017-2018 and 2018-2019, there was an increase of student time spent on the intervention programs. In grade 11, students participate in ELA intervention and enrichment through No Red Ink twice a week. In addition, students participated in SAT test prep on Saturdays offered through partnership with ELITE.</p> <p>In addition, the school leadership as noted at the middle school, the Advisory class in the morning was structured to allow teachers to mentor and guide their individual student group by conferencing with them in regards to grades, citizenship and behavior expectations. At the high school, advisors monitored individual student progress with regards to grades, behavior, assessment data, and progress towards graduation. Celebrating and incentivizing who is on track. Advisory tracking to show success. Per conversation with leadership, there needs to be a systemic process to quantify such data to determine success of such programs.</p> <p>(O5) As noted in 2017-2018, 2018-2019, and 2019-2020 continue to align the implementation of key elements of a social justice theme to the school across the 6-12<sup>th</sup> grade as the school leadership noted that the MS and HS focus is on integration of the Social Justice themes.</p> <ul style="list-style-type: none"> <li>• LALA teachers integrate Social Justice as part of our student activities and academic curriculum. Through teacher made lessons, students learn the history and build upon the work of others who have contributed to social justice movements.</li> <li>• High school students researched climate issues and participated in the Kids World Climate Strike. Farming for social justice: students continue to develop the farm and learn about Earth friendly farming practices, food accessibility, food deserts, and A-G careers. Economics students worked the voting polls. Chemistry students have participated in labs testing school water and soil on LALA farm, and will be producing natural hand sanitizer using their own farm grown products.</li> <li>• Chicano studies students have participated in several field trips in the community to connect the physical landscape with culture and history. Students at the MS continue to experience entrepreneurship opportunities through WeThrive, which offers them the opportunity to think critically, creativity, and use ethical business practices through experiential learning (evidence submitted as part of 3.3k).</li> </ul> <p>(O8) 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. Binder 3.3A included Local Indicators for Implementation of Academic Standards with a Reflection Tool Rating Scale to evaluate where the school is in terms of professional development- curriculum council has asked what teachers want and need and how they are aligned to LCAP goals, - student performance SIOP strategies, learning targets, based on teacher feedback with more in-depth understanding for learning targets (CSD continues to note to ensure monitoring and data collection perfect source for data collection). Binder 3 evidence included:</p> <ul style="list-style-type: none"> <li>• SIOP: two meetings one in each semester;</li> <li>• Benchmark Prep and Data Analysis: 8 meetings with before COVID19;</li> </ul>	



- 5D: 5 meetings;
- Math Peer Review: 2 meetings;
- College and Career Readiness: 6 meetings;
- Curriculum Implementation or Demo: 5 middle school one HS, and one Stem meetings
- School climate 4 meetings
- Music: one
- Teen Talk 1/22-1/23/2020
- PBIS: 1/22/2020

In addition, the school leadership has noted the following:

- Teachers received SIOP Certification which allowed implementation of new teaching strategies. The middle school staff received professional development specific to the ELA curriculum from McGraw Hill. The English Department Chair collaborates with ELA teachers to increase fidelity of implementation of ConnectEd - Study Sync curriculum, provide resources, and coaching.
- Approximately 85% of the 6-12 faculty are certified in Sheltered Instruction Observation Protocol (SIOP). The new staff have received at least 2 sessions of SIOP professional development during the 2019-2020 school year. Our instructional leadership team, composed of administrators, department chairs, teacher and mentor teachers have been receiving professional development focused on observation protocols for the 5 Dimensions of Teaching and Learning.

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

(O3) 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. As noted in 2016-2017, 2017-2018 and 2018-2019 oversight reports and during the conversation with the leadership, the school will continue to align CCSS practices across 6-12 grade level. The school leadership noted that as of spring 2020, 6-12 teachers have access to an aligned and state approved Common Core curriculum for ELA and math. All teachers have also received professional development to learn to use the hybrid curriculum. McGraw Hill has continuously supported their teachers with curriculum integration and professional development for different components of the curriculum. Binder 3 evidence provided:

- ELA lesson for Black History Month (no specificities included);
- Two weekly Chemistry Lesson plans which included Objective, Language Objective, Key Vocabulary, SIOP features, standard to be covered, and 21<sup>st</sup> century standards;
- Chicano Studies Lesson Plan with topic, CCSS standards, Language Objectives, FLT (Focus Learning Target), lesson introduction, body and closure, and 21<sup>st</sup> century standards;
- Flier on Design Process Thinking;
- Government lesson plan for a week with topic CCSS standards, 21<sup>st</sup> century standards, ELA standards, ELAD standards, FLT, lesson introduction, body and closure, Student Measurement of Student Success Assessment and Homework;



- Reading lesson for EL and ELD which includes objectives, ELA CCSS and ELD standards, with introduction, prior knowledge-triggers, activity read and annotate, and closing activities; and
- Flier on sentence starters.

*Note that the school has earned a score of 1 or 2 in Achievement.*

(O4) The school has partially implemented the components of the school's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. The school leadership noted that for the 2019-2020 school year, Los Angeles Leadership Academy transitioned from NWEA to Smarter Balanced Interim Assessments for grades 6-8, and 11 in order to monitor student long term goals and to inform the areas of student support more precisely. Two Interim Assessment benchmarks, one for each semester were set to best guide instructional practices. The leadership also noted that they continue to administer CAASPP assessments to students in grades 9, 10, and 12, until CAASPP interim assessments are developed for those grade levels. Binder 3 evidence included:

- an Achieve 3000 report;
- an average progress report for Aleks-Math (middle school), with a maximum count of students in Middle school Math Course at 70 students, from beginning knowledge of 18% to an ending knowledge of 31% in a period of 9/3/2019 to 2/10/2020 (refer to 3.3J for other math groups)
- an average progress report for Aleks-Math (high school), with a maximum count of students using in Integrated Math III at 91 students, from beginning knowledge 27% to an ending knowledge of 33% in a period of 9/3/2019 to 2/10/2020 (refer to 3.3J for other math groups);
- An ELD lesson plan for the week of 9/3/2019 to 9/6/2020 with FLT, standard, Literary Focus, 21<sup>st</sup> century Learning, Accommodations and ELD strategies.

(O7) 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. The school's suspension rate for 2017-2018 was 12.5% which triggered an intervention letter from the CSD and it is above the target rate of 5%. Since then, the school has created PBIS events, game night, tiered intervention training, hired a new dean for students, and has created systems to regularly communicate to families/parent square and monthly take home notices. For the 2018-2019. The school's In and Out-Of-School Suspension Event Rate was 7.3% which although above the 5% threshold, CSD notes a positive decline. On Friday, February 7, 2020 LALA responded to the CSD's request for the school leadership's plan to address these concerns which included a the following response:

“Our data indicates that Los Angeles Leadership Academy had 17 in school suspensions and 20 out of school suspensions for the 2018-2019 school year. This is a reduction from the previous year. Students at Los Angeles Leadership Academy were only suspended when they engaged in a Tier 3 infraction or after multiple Tier 2 infractions. We are interested in minimizing suspensions and agree that it is not an effective means for reducing or eliminating misconduct nor for ensuring a positive school climate. We continue to work as a 6-12 team to decrease suspensions for all students. Some of the supports and incentives we are implementing include 2019-2020 School Year:

- PBIS Incentives
- Lion Dollars for school wide incentives
- Participation in school athletic teams
- Mental Health Support - VIP, Barrio Action



- Youth Drug Rehabilitation - Clinica Romero
- Leadership mentoring through GRYD - Gang Reduction Youth Development
- Ripples Effect
- Attendance Incentives
- Honor Roll Recognition
- Mandala character recognition
- High School Peer Leaders
- Parent Workshops
- WeThrive student peer mediation team”

(O11) 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. Evidence in binder 3 include an Employee Performance Evaluation (hourly employee) which includes a rating scale, job success factors, and goals for next performance period. However it is important to note the school leadership's response to oversight, which noted that the school uses the 5 Dimensions of Teaching and Learning. This is their new evaluation system that staff and administration collaboratively agreed upon. In addition, administration and teacher leaders are using the expectations of 5 D for internal professional development sessions for 6-12 faculty.

Corrective Action Required

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



## Notes:

(O12) Vendor Certification used was form revised 9/15/18 – ensure that the school submits the most current revised version as the new form included a section on CONTRACTING ENTITIES/INDEPENDENT CONTRACTORS (“VENDORS”) with VENDOR START DATE. CSD notes the new version was revised 7/22/19.

(O6) Los Angeles Leadership Primary Academy is committed to the continued support of our students with special needs as stipulated in their Individualized Education Plans. Students with IEPs have full access to all the general education programs that are available during Distance Learning. In addition, each child with an IEP has been provided with a laptop, even when parents stated that there was a laptop available for sharing at home. Special Education teachers have established direct communication with the families to explain how accommodations and services would be provided to the student. The families were also provided with the scheduled services for their child, including academic support, nurse assessments, Occupational Therapy, Speech and Language, Adaptive Physical education, and Counseling. Resource teachers have continued collaborating with General Education teachers on a weekly basis just like they did so before the closure. Students have been assigned to an instructional aide for support, based on their required minutes for each subject area. The Resource teacher initiates zoom sessions weekly to check in with the students and then the group divides into smaller groups with their assigned Aide. In addition, the Instructional Aides provide one-to-one and small group support, based on their required minutes, via zoom meetings, class dojo, or phone calls. The Special Education team continues to track services provided on a weekly basis through Welligent as advised by the Charter Operated Program.

IEP meetings continue to be conducted, via Zoom, and under the guidance of the Charter Operated Program. Parents are previously informed and agree to conduct the meeting virtually before confirming the meeting with the rest of the team. Translation services are provided to the parents as needed. In addition, families continue to receive phone calls from LALPA’s staff on a weekly basis to ensure that the student is able to access the resources provided. (COVID19 Responses)

***\*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
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input type="checkbox"/> <del>Site/classroom observation</del></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**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
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 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) <b>(B1.10)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b> <input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b> <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

*The school has:*

- 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
<b>Performance</b>	<ul style="list-style-type: none"> <li><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 &amp; CA NGSS</li> <li><input 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 &amp; CA NGSS</li> <li><input checked="" 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 &amp; CA NGSS</li> <li><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 &amp; CA NGSS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input checked="" type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input type="checkbox"/> <del>Classroom observation</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b></li> <li><input type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify) – <b>COVID-19 UPDATE – Distance Learning</b></li> </ul>



**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
<b>Performance</b>	<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 <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3.3k)</b> <input type="checkbox"/> <del>Classroom observation</del> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

Due to COVID-19, information regarding the Special Education program will be documented in the Notes section.

*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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Student Handbook(s) <b>(B1.10)</b></li> <li><input type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b></li> <li><input type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b></li> <li><input type="checkbox"/> Other special education documentation <b>(B3.4a)</b></li> <li><input type="checkbox"/> Consultation with Charter Operated Programs office</li> <li><input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <b>(B3.4a)</b></li> <li><input type="checkbox"/> Classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> Other: (Specify)</li> </ul>



**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	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><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</li> <li><input checked="" 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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> Interview of stakeholders</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
<p><b>Rubric</b></p>		<p><b>Sources of Evidence</b></p>
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b></li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

- Engages in communication that notifies parents, 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input 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 ( <b>B1.10</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Evidence of stakeholder consultation ( <b>B3.4d</b> ) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement ( <b>B3.4d</b> ) <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 ( <b>B3.4d</b> ) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements ( <b>B3.4d</b> ) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter ( <b>B3.4d</b> ) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) ( <b>B3.4d</b> ) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 ( <b>B3.4d</b> ) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- Information is easily accessible to the public and school stakeholders
- 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
<b>Performance</b>	<input checked="" 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 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 <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b> <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
<b>Performance</b>	<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 type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a 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) <b>(B3.4f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

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

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



8756	2016-2017					2017-2018					2018-2019				
Los Angeles Leadership Academy	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		2,267,614	2,305,065	2,260,223	2,260,684		2,042,180	1,898,598	2,533,297	2,533,297		0	2,194,778	2,292,291	2,292,289
Current Assets		3,202,914	3,172,933	2,890,254	2,890,717		2,798,143	2,669,694	3,065,688	3,065,688		0	2,789,492	3,229,025	3,229,023
Fixed and Other Assets		4,225,333	4,225,333	4,225,333	4,225,334		4,099,144	4,218,998	4,099,144	4,099,144		0	4,083,094	3,984,953	3,984,953
<b>Total Assets</b>		<b>7,428,247</b>	<b>7,398,266</b>	<b>7,115,587</b>	<b>7,116,051</b>		<b>6,897,287</b>	<b>6,888,692</b>	<b>7,164,832</b>	<b>7,164,832</b>		<b>0</b>	<b>6,872,586</b>	<b>7,213,978</b>	<b>7,213,976</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		601,602	672,579	590,630	494,035		600,000	630,000	1,499,284	450,283		0	273,730	474,656	474,657
Other Long Term Liabilities		1,049,000	1,049,000	927,000	1,049,000		927,000	927,000	0	1,049,000		0	1,049,000	1,049,000	1,049,000
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>1,650,602</b>	<b>1,721,579</b>	<b>1,517,630</b>	<b>1,543,035</b>		<b>1,527,000</b>	<b>1,557,000</b>	<b>1,499,284</b>	<b>1,499,283</b>		<b>0</b>	<b>1,322,730</b>	<b>1,523,656</b>	<b>1,523,657</b>
<b>Net Assets</b>		<b>5,777,645</b>	<b>5,676,688</b>	<b>5,597,957</b>	<b>5,573,016</b>		<b>5,370,287</b>	<b>5,331,692</b>	<b>5,665,548</b>	<b>5,665,549</b>		<b>5,497,187</b>	<b>5,549,856</b>	<b>5,690,322</b>	<b>5,690,319</b>
Total Revenues	6,688,312	6,996,437	6,940,539	6,928,085	6,928,084	6,888,080	6,703,434	6,881,474	6,881,780	6,881,782	6,937,567	6,845,501	6,920,379	7,072,590	7,072,591
Total Expenditures	6,627,922	6,888,171	6,933,231	6,999,509	7,024,448	6,833,465	6,906,163	7,122,798	6,789,248	6,789,249	7,042,068	7,013,862	7,036,072	7,047,816	7,047,821
<b>Net Income / (Loss)</b>	60,390	108,266	7,308	(71,423)	(96,364)	54,615	(202,729)	(241,324)	92,532	92,533	(104,501)	(168,362)	(115,693)	24,774	24,770
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	(0)	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	60,390	108,266	7,308	(71,423)	(96,364)	54,615	(202,729)	(241,324)	92,532	92,533	(104,501)	(168,362)	(115,693)	24,774	24,770
Net Assets, Beginning	5,685,363	5,669,380	5,669,380	5,669,380	5,669,380	5,676,688	5,597,957	5,597,957	5,573,016	5,573,016	5,331,692	5,665,549	5,665,549	5,665,548	5,665,549
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(24,941)	(24,941)	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	5,685,363	5,669,380	5,669,380	5,669,380	5,669,380	5,676,688	5,573,016	5,573,016	5,573,016	5,573,016	5,331,692	5,665,549	5,665,549	5,665,548	5,665,549
<b>Net Assets, End</b>	<b>5,745,753</b>	<b>5,777,645</b>	<b>5,676,688</b>	<b>5,597,957</b>	<b>5,573,016</b>	<b>5,731,303</b>	<b>5,370,287</b>	<b>5,331,692</b>	<b>5,665,548</b>	<b>5,665,549</b>	<b>5,227,190</b>	<b>5,497,187</b>	<b>5,549,856</b>	<b>5,690,322</b>	<b>5,690,319</b>

8756	Audited Financials					2019-2020				
Los Angeles Leadership Academy	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,017,614	2,260,684	2,533,297	2,292,289	0		2,245,268	2,038,161	0	0
Current Assets	2,922,914	2,890,717	3,065,688	3,229,023	0		3,191,409	2,796,638	0	0
Fixed and Other Assets	4,352,750	4,225,334	4,099,144	3,984,953	0		3,846,526	3,997,521	0	0
<b>Total Assets</b>	<b>7,275,664</b>	<b>7,116,051</b>	<b>7,164,832</b>	<b>7,213,976</b>	<b>0</b>		<b>7,037,935</b>	<b>6,794,159</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	557,284	494,035	450,283	474,657	0		428,000	429,107	0	0
Other Long Term Liabilities	1,049,000	1,049,000	1,049,000	1,049,000	0		1,049,000	1,049,000	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>1,606,284</b>	<b>1,543,035</b>	<b>1,499,283</b>	<b>1,523,657</b>	<b>0</b>		<b>1,477,000</b>	<b>1,478,107</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>5,669,380</b>	<b>5,573,016</b>	<b>5,665,549</b>	<b>5,690,319</b>	<b>0</b>		<b>5,560,935</b>	<b>5,316,052</b>	<b>0</b>	<b>0</b>
Total Revenues	6,857,506	6,928,084	6,881,782	7,072,591	0	7,115,189	6,969,279	6,893,265	0	0
Total Expenditures	6,558,233	7,024,448	6,789,249	7,047,821	0	7,096,595	7,098,667	7,267,536	0	0
<b>Net Income / (Loss)</b>	299,273	(96,364)	92,533	24,770	0	18,594	(129,388)	(374,271)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>299,273</b>	<b>(96,364)</b>	<b>92,533</b>	<b>24,770</b>	<b>0</b>	<b>18,594</b>	<b>(129,388)</b>	<b>(374,271)</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	5,370,107	5,669,380	5,573,016	5,665,549	0	5,549,856	5,690,323	5,690,323	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>5,370,107</b>	<b>5,669,380</b>	<b>5,573,016</b>	<b>5,665,549</b>	<b>0</b>	<b>5,549,856</b>	<b>5,690,323</b>	<b>5,690,323</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>5,669,380</b>	<b>5,573,016</b>	<b>5,665,549</b>	<b>5,690,319</b>	<b>0</b>	<b>5,568,450</b>	<b>5,560,935</b>	<b>5,316,052</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Los Angeles Leadership Academy’s fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$5,690,319 and net income of \$24,770. The 2019-2020 Second Interim projects positive net assets of \$5,316,048 and a net loss of <b>(\$374,271)</b>.</p> <p>According to Los Angeles Leadership Academy’s independent audit report dated June 30, 2019, Los Angeles Leadership Academy is one of two schools operated by Los Angeles Leadership Academy. Los Angeles Leadership Academy currently has two schools that are authorized by the Los Angeles Unified School District (LAUSD). Los Angeles Leadership Academy’s fiscal condition is strong. Los Angeles Leadership Academy and its charter schools reported positive net assets of \$9,897,047 and net income of \$338,951. Los Angeles Leadership Academy, without its charter schools, reported positive net assets of \$19,995 and net income of \$0. According to Los Angeles Leadership Academy, there are no management fees charged to Los Angeles Leadership Academy or the other charter school that it operates. Instead, each school pays a portion of the actual expenses for certain shared costs, including the salaries of the Chief Executive Officer/Superintendent, the Director of Finance, the Chief Operations Officer, the Director of Special Programs, and the Executive Administrative Assistant. These costs are allocated between the schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></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 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$5,669,380</td> <td>\$5,573,016</td> <td>\$5,665,549</td> <td>\$5,690,319</td> <td>\$5,316,048</td> </tr> <tr> <td>Net Income/<b>Loss</b></td> <td>\$299,273</td> <td><b>(\$96,364)</b></td> <td>\$92,533</td> <td>\$24,770</td> <td><b>(\$374,271)</b></td> </tr> <tr> <td>Transfers In/<b>Out</b></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 (Second Interim)	Net Assets	\$5,669,380	\$5,573,016	\$5,665,549	\$5,690,319	\$5,316,048	Net Income/ <b>Loss</b>	\$299,273	<b>(\$96,364)</b>	\$92,533	\$24,770	<b>(\$374,271)</b>	Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)																											
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Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0																											
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																											



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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents Los Angeles Leadership Academy (including bank statements, bank reconciliations, credit card statements, and check registers) for the two Los Angeles Leadership 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 Los Angeles Leadership Academy charter schools, to assess overall compliance with Los Angeles Leadership Academy’s *General Accounting Policies and Procedures Manual*. Any areas noted for further growth and/or improvement relating to Los Angeles Leadership 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 Los Angeles Leadership 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 Los Angeles Leadership Academy charter school.

**1. Declining Student Enrollment:**

Los Angeles Leadership Academy’s enrollment has been declining for the last three years. The school’s Norm Enrollment history is summarized below.

<b>Los Angeles Leadership Academy's Norm Day Enrollment History</b>				
<b>Grade Level</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
6	98	77	83	77
7	83	102	86	84
8	99	88	106	92
9	88	76	63	90
10	72	70	60	54
11	38	50	64	52
12	57	44	44	43
<b>Total Enrollment</b>	<b>535</b>	<b>507</b>	<b>506</b>	<b>492</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	N/A	<b>(28)</b>	<b>(1)</b>	<b>(14)</b>

The school attributed its yearly decrease in enrollment to competition from nearby schools, and families relocating to other areas due to rising housing costs. The school stated that it intends to address its declining enrollment by taking the following actions: The creation of a recruitment committee (in June 2019), as well as hosting summer nights, community recruitment walks, and parent informational meetings. In addition to these efforts, the school stated that it continually monitors its budgets and realigns its expenditures where appropriate without affecting its academic offerings.

The CSD will continue to monitor the school’s enrollment through oversight.



**2. Fiscal Policies and Procedures (Position Titles):**

Based on the CSD’s review of the school’s fiscal policies and procedures, the CSD noted changes in position titles that no longer align with the school’s organizational chart. Details regarding these discrepancies are summarized below.

Issue	Description per the most Recently Approved Fiscal Policies and Procedures	Description per the school's Organizational Chart
Position Titles	Executive Director	Chief Executive Officer/Superintendent
	Chief Operation Officer	Chief Operations Officer
	Director of Special Assignment	Director of Special Programs

According to the school, the leadership team would review its fiscal policies and procedures and would present the proposed updates at the school’s next governing board meeting.

The CSD recommends that the school align its practices with its approved fiscal policies and procedures and consistently confer with its governing board regarding any potential updates as appropriate.

**3. Lack of Documented Approvals for Large-Dollar Invoices:**

Based on the CSD’s review of the school’s check register for the period spanning from January 2019 through January 2020, a sample of 40 transactions were selected for further review. The CSD noted a vendor payment for the amount of \$2,777.68 that lacked evidence of appropriate approval (check # 3656, dated 09/21/2019, payable to Staples Business Advantage). The CSD noted that this transaction was approved by the School Principal, whose expenditure approval threshold has a maximum of \$1,999.99. This transaction should have actually been approved by either the organization’s Chief Operations Officer, or its Executive Director, whose expenditure approval authorizations both exceed the \$1,999.99 limit.

Page 4 of the 4/23/2019 Los Angeles Leadership Academy General Accounting Policies and Procedures Manual states: “The Principal is authorized to make purchases up to \$1,999.99 for office supplies and general operating expenses of the school. The Chief Operations Officer is authorized to make purchases up to \$9,999.99, for general operating Purchases of \$10,000 to \$24,999 require approval by the Executive Director.”

The CSD recommends that the governing board require the organization’s Director of Finance, its Chief Operations Officer, and its Chief Executive Officer/Superintendent, who bear responsibility for reviewing all purchases and cash disbursements, to ensure that all expenses bear the appropriate approvals and applicable threshold amounts, as required in the approved fiscal policies and procedures.

**4. Late Fees:**

Based on the CSD’s review of documents provided by the school, the CSD noted a check payment that referenced a \$70.00 late fee (Check # 3659, in the amount of \$2,033.34, dated 9/28/2019 and made payable to Wells Fargo Vendor Financial Services).



According to the school, one of the school’s batches of accounts payable checks was lost by the Post Office, which caused the payment to be late, and this vendor declined to waive the late fee.

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

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. Inaccurate Approval Date Notated on Bank Reconciliation Report:**

Based on the CSD’s review of the school’s Bank Reconciliation Reports for the months of July 2019 through January 2020, the CSD noted that one of the school’s Bank Reconciliation Reports reflected a future approval date- December 12, 2020 (i.e., the Bank Reconciliation Report for the month of November 2019, for the Account ending in X7573).

The CSD recommends that the school leaders review the school’s Bank Reconciliation Reports more carefully, to ensure that all future Reports are prepared accurately, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school.

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 July 2019 through January 2020. Selected the months of July 2019 through January 2020 for sample testing. The CSD's observations were noted in the Other Observations section above.
  - a. Pacific Western Bank Checking Account Ending in X1599 (Operating Account)
  - b. Pacific Western Bank Checking Account Ending in X1858 (Maintenance Account, closed in October 2019)
  - c. 1<sup>st</sup> Century Bank Checking Account Ending in X7573 (Operating Account, closed in November 2019)
  - d. Chase Bank Checking Account Ending in X5715 (Regular Fundraising Account)
  - e. Chase Bank Checking Account Ending in X6580 (Student Fundraising Account)
  - f. Chase Bank Checking Account Ending in X9828 (Parent Fundraising Account)
  - g. Banc of California Business Certificate of Deposit Account Ending in X7817 (Money Market Account)
3. Reviewed credit card statements from August 2019 through January 2020. Selected the months of September 2019 and December 2019 for sample testing. No discrepancies were noted.
  - a. California Credit Union Credit Card Ending in X1023 (Chief Executive Officer/Superintendent)
  - b. California Credit Union Credit Card Ending in X0744 (Director of Special Programs)
  - c. California Credit Union Credit Card Ending in X6764 (Chief Operations Officer)
4. Reviewed the following 40 checks. Discrepancies were noted under Areas for Further Growth and/or Improvement above.
  - a. Check numbers: 2121; 2163; 2242; 3045; 3180; 3215; 3280; 3410; 3464; 3535; 3549; 3560; 3567; 3625; 3656; 3659; 3683; 3688; 3695; 3701; 3760; 3765; 3788; 3823; 3826; 3854; 3862; 3880; 3885; 3886; 3888; 3890; 3899; 3902; 3903; 3906; 3915; 3917; 3953; LALA3519
5. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$2,292,289, and total expenditures equal \$7,047,821. Therefore, the school's cash reserve level is 32.52%, 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 remote with Los Angeles Leadership Academy (via videoconference). 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 Los Angeles Leadership Academy is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. Los Angeles Leadership Academy disclosed a lawsuit filed in September 2019 naming the school as the Defendant (due to an employment-related dispute). According to the school, this matter was settled in May 2020, with an estimated liability of \$22,973.50.
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 Los Angeles Leadership Academy 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><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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);</li> <li>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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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);</li> <li>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;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues; and</li> <li>17. Audited and unaudited actuals nearly mirror each other.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>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><b><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></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>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);</li> <li>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;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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

- 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><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>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;</li> <li>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;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>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);</li> <li>8. The most current governing board-approved LCAP are posted on the charter school’s website; and</li> <li>9. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Los Angeles Leadership Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/1/2020

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.