



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **FOR AFFILIATED CHARTER SCHOOLS** **2022-2023 SCHOOL YEAR FOR**

Name and Location Code of Affiliated Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

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 charter schools and all stakeholders.

NOTE: This version of the CSD Annual Performance-Based Oversight Visit Report has been modified due to the unique nature and status of District affiliated charter schools.

*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. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information and/or reach out with more details, as needed.



Charter School Name:			Location Code:	
Current Address:	City:	ZIP Code:	Phone:	Fax:
Current Term of Charter ¹ :		LAUSD Board District:	Local District:	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades To Be Served Per Charter:	Grades Currently Served:	
Charter School's Leadership Team Members:				
CSD Assigned Administrator:				
Other Participants/CSD Team Member(s):				
Oversight Visit Date:				

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

¹AB 130 added Section 47607.4 to the California Education Code (Ed. Code), which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.

² Affiliated charter schools must follow all the fiscal policies and procedures of the Los Angeles Unified School District. All financial operations are handled centrally by LAUSD. All affiliated charter schools are included in the District audit.

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

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 LAUSD *Policy and Procedures for Charter Schools*, 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*. It also serves as information for the public at large. 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 oversight visit, in these three categories:

- **School Governance** – demonstrating compliance with all applicable California open meeting laws as well as the school's organizational structure (i.e., composition, structure, roles, and responsibilities of Governing Council and/or advisory committees) and applicable District policies and Collective Bargaining Agreements
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the District'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

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 leadership and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Affiliated Charter Schools Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. 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.



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report for Affiliated Charter School **DATE OF VISIT:** [Click here to enter a date.](#)

Schools are expected to prepare for the visit and have available the documentation requested in the *Affiliated Charter School Performance-Based Oversight Visit Preparation Guide*. Oral and written responses to questions, classroom observations, discussions, and documentation that are provided or conducted at the time of the review will serve as the sources of evidence to be considered in determining a school's ratings. CSD staff may request additional information and/or documentation as needed to conduct follow-up activities after the visit.

Affiliated Charter School Oversight Visit Report

School Governance

This section provides an overview of the charter school’s compliance with all applicable California open meeting laws, the school’s organizational structure (i.e., composition, structure, roles, and responsibilities of the Local School Leadership Council) in accordance with applicable District policies and Collective Bargaining Agreements, and responsive and accountable governance at the school.

SCHOOL GOVERNANCE	RATING
Summary of School Performance	Choose a rating
<u>Areas of Demonstrated Strength and/or Progress</u>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<u>Corrective Action Required</u>	
Notes:	

**G1: CALIFORNIA OPEN MEETING LAWS - QUALITY INDICATOR #1**

The Local School Leadership Council has a system in place to ensure it is adhering to all 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:

- Local School Leadership Council meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with all applicable California open meeting laws as outlined in Ed. Code, § 47604.1
- Local School Leadership Council meeting agendas and supporting materials contain adequate item descriptions and are posted on the school website and on campus in accordance with all applicable California open meeting laws

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Local School Leadership Council complies with all material provisions of all applicable California open meeting laws<input type="checkbox"/> The Local School Leadership Council complies with most material provisions of all applicable California open meeting laws<input type="checkbox"/> The Local School Leadership Council complies with some material provisions of all applicable California open meeting laws<input type="checkbox"/> The Local School Leadership Council complies with few material provisions of all applicable California open meeting laws	<ul style="list-style-type: none"><input type="checkbox"/> Local School Leadership Council meeting agendas and materials, including sign-in sheets<input type="checkbox"/> Local School Leadership Council meeting minutes<input type="checkbox"/> Documentation of the school's agenda posting procedures<input type="checkbox"/> All applicable California open meeting laws training documentation<input type="checkbox"/> Self-Reflection submitted by school<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**G2: SCHOOL GOVERNANCE STRUCTURE - QUALITY INDICATOR #2**

The Local School Leadership Council has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Local School Leadership Council (composition, structure, roles and responsibilities)
- Mandated councils/committees (e.g., School Site Council and English Learner Advisory Committee), as applicable, in accordance with District policy
- Adherence to approved 2022-2023 LAUSD/UTLA waivers (if applicable)
- School leadership

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Local School Leadership Council has fully implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, in accordance with District policy<input type="checkbox"/> The Local School Leadership Council has substantially implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, in accordance with District policy<input type="checkbox"/> The Local School Leadership Council has partially implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, in accordance with District policy<input type="checkbox"/> The Local School Leadership Council has not implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, in accordance with District policy	<ul style="list-style-type: none"><input type="checkbox"/> Local School Leadership Council and council/committee meeting agendas and materials, including sign-in sheets<input type="checkbox"/> Local School Leadership Council and council/committee meeting minutes<input type="checkbox"/> Approved LAUSD/UTLA waivers, if applicable<input type="checkbox"/> Self-Reflection submitted by school<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Consultation with Local District and/or stakeholders<input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE SCHOOL GOVERNANCE - QUALITY INDICATOR #3**

The school, through its Local School Leadership Council and other governance structures, has systems in place to ensure:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to inform decision-making in support of the District's Strategic Plan, the school's action plan(s), continuous improvement of student achievement and growth, and overall public school excellence
- Transparent and responsive governance, including consideration of input from the school's committees/councils and stakeholders

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school, through its governance structures, regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and use of resources)<input type="checkbox"/> The school, through its governance structures, considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and use of resources)<input type="checkbox"/> The school, through its governance structures, inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and use of resources)<input type="checkbox"/> The school, through its governance structures, seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and use of resources)	<ul style="list-style-type: none"><input type="checkbox"/> Local School Leadership Council and council/committee meeting agendas and materials, including sign-in sheets<input type="checkbox"/> Local School Leadership Council and council/committee meeting minutes<input type="checkbox"/> Local Control and Accountability Plan (LCAP)<input type="checkbox"/> Self-Reflection submitted by school<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Consultation with Local District and/or stakeholders<input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks related to SCHOOL GOVERNANCE (if applicable):



Student Achievement and Educational Performance

This section provides an overview of the academic achievement and progress of all students at the charter school.

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	Choose a rating
2020 California Department of Education's (CDE) Charter School's Performance Category	Performance Category
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	
<u>Areas of Demonstrated Strength and/or Progress</u>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<u>Corrective Action Required</u>	
Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The Dashboard's color-coded Performance Levels and Change level data will not be reported this year due to the 2021 suspension of state measures and the corresponding lack of two consecutive years of reported data. Accordingly, except for the College/Career Indicator (CCI), indicators in the Student Achievement and Educational Performance category of the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data, as CAASPP testing was optional for the 2020-2021 school year. The CCI will not be scored this year; CCI scoring will resume next year with the "Status Only" data reported on the 2023 Dashboard.	

☐ Rate of “**At Risk**” ELs is Choose an item. in comparison to the state average☐ Rate of “**LTEs**” is Choose an item. in comparison to the state average

**NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)*

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS	
	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low	
	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low	
	<input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

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

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide DFS	
	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide DFS; or Low	
	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low	
	<input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)



Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none">California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

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



Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low	
	<input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	
	<input type="checkbox"/>	

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have "Status/Distance From Standard (DFS)" scores above the statewide DFS	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS	
	<input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS	
	<input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS	
	<input type="checkbox"/> Not Available - No assessment of performance for this indicator	
	<input type="checkbox"/>	

A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
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Performance	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS	
	<input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS	
	<input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS	
	<input type="checkbox"/> Not Available - No assessment of performance for this indicator	

A10: DASHBOARD STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2021-2022 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set

**A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) ([Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's *self-reported* data and will not be scored.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

- ☐ The charter school disaggregated student performance data for the following student groups: [Click or tap here to enter text.](#)
☐ The charter school did not disaggregate student performance data by student groups.
- The charter school Choose an item. that the assessments were administered as intended, consistent with the test publishers' administration and test security procedures.
- The charter school Choose an item. the test publisher's definition of one year's progress, per publisher's source document.

Postsecondary Outcomes (high school only):

- The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.
- The charter school Choose an item. the number of eligible students and missing or non-participating students.
- The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report for Affiliated Charter School **DATE OF VISIT:** [Click here to enter a date.](#)

Progress on LAUSD Board of Education Benchmarks related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

Organizational Management, Programs, and Operations

This section provides a review of the school’s implementation of the key features of the educational program described in the charter petition, stakeholder communication and involvement, transparency for stakeholders, and lottery and enrollment practices.

NOTE: For District affiliated charter schools, programs, staffing, special education, fiscal practices, and other operations are primarily supervised and/or monitored by various other departments and offices of the District as part of standard LAUSD operations.

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING
Summary of School Performance	Choose a rating
<u>Areas of Demonstrated Strength and/or Progress</u>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<u>Corrective Action Required</u>	
Notes:	

**O1: IMPLEMENTATION OF KEY FEATURES OF THE EDUCATIONAL PROGRAM - QUALITY INDICATOR #1**

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

- Implementing key features of the educational program described in the charter
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has fully implemented the key features of the educational program outlined in the school's charter<input type="checkbox"/> The school has implemented the key features of the educational program outlined in the school's charter<input type="checkbox"/> The school has partially implemented the key features of the educational program outlined in the school's charter<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program outlined in the school's charter	<ul style="list-style-type: none"><input type="checkbox"/> Documentation and/or other evidence of implementation of key features of the educational program described in the charter<input type="checkbox"/> LCAP<input type="checkbox"/> Professional development documentation<input type="checkbox"/> Classroom observation<input type="checkbox"/> Self-Reflection submitted by school<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Stakeholder focus group<input type="checkbox"/> Other: (Specify)

**O2: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #2*****The school has a system in place to ensure that the school:***

- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), as applicable, in accordance with legal and District requirements (e.g., member composition of committee/council, required topics, etc.)
- 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, the District's Strategic Plan, and the school's LCAP

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information<input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information<input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information<ul style="list-style-type: none"><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information	<ul style="list-style-type: none"><input type="checkbox"/> LCAP<input type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in)<input type="checkbox"/> Documentation and/or other evidence of parent/stakeholder involvement and engagement<input type="checkbox"/> Self-Reflection submitted by school<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Stakeholder focus group<input type="checkbox"/> Other: (Specify)

**O3: TRANSPARENCY FOR STAKEHOLDERS - QUALITY INDICATOR #3**

The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:

- Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information is available in applicable languages as required by law
- Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- 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, in accordance with Ed. Code § 49428
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code § 49381
- 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, in accordance with Ed. Code § 47605 (**high schools only**)

Rubric**Sources of Evidence**



Performance

- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders that is easily accessible via its documents available manually, electronically and on its website<input type="checkbox"/> The school has a communication system to share information with stakeholders via its documents available 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 | <ul style="list-style-type: none"><input type="checkbox"/> UCP Procedure and Forms<input type="checkbox"/> Complaint Procedure and Forms<input type="checkbox"/> Review of the following information posted to the school's website:<ul style="list-style-type: none"><input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)<input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)<input type="checkbox"/> Website posting required per Ed. Code § 234.6:<ul style="list-style-type: none"><input type="checkbox"/> Policy on Pupil Suicide Prevention<input type="checkbox"/> Title IX information, including a link to CDE's Title IX website<input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:<ul style="list-style-type: none"><input type="checkbox"/> Anti-cyberbullying procedures<input type="checkbox"/> Social media anti-bullying procedures<input type="checkbox"/> Link to statewide resources including community based organizations compiled by CDE<input type="checkbox"/> Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate<input type="checkbox"/> Access to approved charter<input type="checkbox"/> Compliance with the LAUSD BOE's Charter School Transparency Resolution, including:<ul style="list-style-type: none"><input type="checkbox"/> Financial Audit<input type="checkbox"/> Student Demographics<input type="checkbox"/> Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only)<input type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12 only)<input type="checkbox"/> Notification of access to available mental health services<input type="checkbox"/> Self-Reflection submitted by school |
|---|--|



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report for Affiliated Charter School **DATE OF VISIT:** [Click here to enter a date.](#)

	<div><input type="checkbox"/> School website</div> <div><input type="checkbox"/> Discussion with school leadership</div> <div><input type="checkbox"/> Stakeholder focus group</div> <div><input type="checkbox"/> Other: (Specify)</div>
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**O4: SCHOOL IMPLEMENTATION OF LOTTERY AND ENROLLMENT PROCEDURES - QUALITY INDICATOR #4**

<i>The school has implemented compliant lottery and enrollment procedures, as measured by:</i>		
Rubric		Sources of Evidence
Rating	<input type="checkbox"/> The school has fully implemented lottery and enrollment procedures that are compliant with applicable laws and regulations, and District policy <input type="checkbox"/> The school has implemented lottery and enrollment procedures that are compliant with applicable laws and regulations, and District policy <input type="checkbox"/> The school has partially implemented lottery and enrollment procedures that are compliant with applicable laws and regulations, and District policy <input type="checkbox"/> The school has not implemented lottery and enrollment procedures that are compliant with applicable laws and regulations, and District policy	<input type="checkbox"/> Lottery instructions provided to parents <input type="checkbox"/> Evidence of lottery implementation (if applicable) <input type="checkbox"/> Self-Reflection submitted by school <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

Attachment: *Affiliated Charter School's Self-Reflection*