



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

AFFILIATED CHARTER SCHOOL

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2024-2025

Name and Location Code of Affiliated Charter School

LAUSD Vision

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

CSD MISSION

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

CSD CORE VALUES

We believe that our success depends on:

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

This version of the CSD Annual Performance-Based Oversight Visit Report has been modified to consider the operational nature of District affiliated charter schools. 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.



LAUSD CHARTER SCHOOLS DIVISION
Affiliated Charter School Annual Performance-Based Oversight Visit Report

SCHOOL NAME:
DATE OF VISIT:

Charter School Name:				Location Code:			
Current Address:				Phone:			
Current Term of Charter¹:		July 1, 20xx to June 30, 20xx		LAUSD Board District:			
Enrollment Capacity Per Charter:				Grades To Be Served Per Charter:			
		Number of Students Currently Enrolled:				Grades Currently Served:	
Charter School's Leadership Team Members:							
CSD Assigned Administrator:							
Other Participants(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

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

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. Therefore, the CSD does not provide ratings on Fiscal Operations for affiliated charter schools.



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DATE OF VISIT:

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*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

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SCHOOL NAME:
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G1: CALIFORNIA OPEN MEETING LAWS

<p><i>The Governance 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:</i></p> <ul style="list-style-type: none">• Governance Council <i>meetings</i> 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• Governance Council <i>meeting</i> agendas that contain adequate item descriptions and are posted on the school website and on campus in accordance with all applicable California open meeting laws	
Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"><input type="checkbox"/> The Governance Council complies with all material provisions of all applicable California open meeting laws<input type="checkbox"/> The Governance Council complies with most material provisions of all applicable California open meeting laws<input type="checkbox"/> The Governance Council complies with some material provisions of all applicable California open meeting laws<input type="checkbox"/> The Governance Council complies with few material provisions of all applicable California open meeting laws	<ul style="list-style-type: none"><input type="checkbox"/> Governance Council meeting agendas<input type="checkbox"/> Governance Council meeting minutes<input type="checkbox"/> Governance Council sign-in sheets<input type="checkbox"/> Documentation of the school's agenda posting procedures<input type="checkbox"/> All applicable California open meeting laws training<input type="checkbox"/> Self-Reflection<input type="checkbox"/> School website<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

G2: SCHOOL GOVERNANCE STRUCTURE

<p><i>The Governance Council has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none">• Governance 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	
Performance Rubric	Sources of Evidence



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<input type="checkbox"/> The Governance 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 Governance 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 Governance 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 Governance Council has not implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, in accordance with District policy	<input type="checkbox"/> Governance Council roster <input type="checkbox"/> Mandated councils/committees roster(s), as applicable <input type="checkbox"/> Self-Reflection <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)
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G3: RESPONSIVE AND ACCOUNTABLE SCHOOL GOVERNANCE

<p><i>The school, through its Governance Council and other governance structures, has systems in place to ensure:</i></p> <ul style="list-style-type: none"> 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 	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school, through its governance structures, regularly considers school performance data, stakeholder input, and takes appropriate action to achieve positive measurable pupil outcomes (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)	<input type="checkbox"/> Governance Council and council/committee meeting agendas and materials demonstrating review of the following: <input type="checkbox"/> Local Control and Accountability Plan (LCAP) <input type="checkbox"/> School data <input type="checkbox"/> Input from council(s)/committee(s) <input type="checkbox"/> Additional school plans, as applicable <input type="checkbox"/> Self-Reflection <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group(s) <input type="checkbox"/> Other: (Specify)



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
This section provides an overview of the academic achievement and progress of all students at the charter school.		
Summary of School Performance		Choose a rating
California Department of Education's (CDE) Charter School's Performance Category (as published in 2025)		Performance Category
The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input type="checkbox"/> NO Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).		
The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, 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>		
Local Indicators: Dashboard Year 2024 Basic Services and Conditions: Choose an item. Implementation of State Academic Standards: Choose an item. Parent and Family Engagement: Choose an item. School Climate: Choose an item. Access to a Broad Course of Study: Choose an item.		
Notes: Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status: <input type="checkbox"/> Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad) <input type="checkbox"/> Comprehensive Support and Improvement – Low Performance (CSI- Low Perform) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)		



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- ☐ Targeted Support and Improvement (TSI)
☐ No Status

2024 LCFF Charter School Assistance Eligibility:

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

For 2023-2024:

The school's reclassification rate is ____% as compared to the state's rate of ____%
The school's percent of "At Risk" ELs is ____% as compared to the state's percent of ____%
The school's percent of "LTEs" is ____% as compared to the state percent of ____%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

- ☐ Not Applicable

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



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SCHOOL NAME:
DATE OF VISIT:

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

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

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

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

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

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
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SCHOOL NAME:
DATE OF VISIT:

- ☐ The California School Dashboard All Students Math Indicator color is Blue
- ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average
- ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average
- ☐ The California School Dashboard All Students Math Indicator color is Red
- ☐ Not Available - No color assigned on the California School Dashboard for the Math Indicator

- ☐ California School Dashboard (CDE)
- ☐ Office of Data & Accountability's Data Set (LAUSD)
- ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"><input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)<input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)<input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)<input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)<input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard (CDE)<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)<input type="checkbox"/> Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
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DATE OF VISIT:

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

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

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

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
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SCHOOL NAME:
DATE OF VISIT:

- ☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)
- ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)
- ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)
- ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)
- ☐ Not Available – No assessment of performance on the California School Dashboard for this indicator
- ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school

- ☐ California School Dashboard (CDE)
- ☐ Office of Data & Accountability's Data Set (LAUSD)
- ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

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

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

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"><input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent)<input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator<input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard (CDE)<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)<input type="checkbox"/> Other: (Specify)

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

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

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

Performance Rubric	Sources of Evidence
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SCHOOL NAME:
DATE OF VISIT:

- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red<input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator<input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school | <ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard (CDE)<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)<input type="checkbox"/> Other: (Specify) |
|---|--|

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

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

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

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"><input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red<input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard (CDE)<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)<input type="checkbox"/> Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

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, 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.



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The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources 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.

The charter school provided the following Verified Data for consideration: ☐ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: Choose an item.
Academic Progress Indicator (Math): Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: Choose an item.

*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.

1. The charter school [Choose an item.](#) disaggregate student performance data by student groups. [Click here to list student groups.](#)
2. The charter school [Choose an item.](#) that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☐ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Postsecondary Indicators (high school only):

Postsecondary Indicator: [Choose an item.](#)

1. The report provided by the charter school [Choose an item.](#) the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The report provided by the charter school [Choose an item.](#) the number of eligible students and missing or non-participating students.
3. The report provided by 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:

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability’s Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>



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.	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:	
Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	
<input type="checkbox"/> Not Applicable	



O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

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

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has fully implemented the key features of the educational program outlined in the school's charter, provides professional development specific to supporting desired student outcomes and key features, and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report	<input type="checkbox"/> Documentation and/or other evidence of implementation of key features of the educational program described in the charter
<input type="checkbox"/> The school has implemented the key features of the educational program outlined in the school's charter and provides professional development	<input type="checkbox"/> LCAP
<input type="checkbox"/> The school has partially implemented the key features of the educational program outlined in the school's charter	<input type="checkbox"/> Professional development documentation
<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	<input type="checkbox"/> Classroom observation
	<input type="checkbox"/> Self-Reflection
	<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

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 responsibilities, 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

Performance Rubric	Sources of Evidence
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SCHOOL NAME:
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<input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information; and, as applicable, implements an SSC and/or ELAC in accordance with all legal and District requirements <input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information; and, as applicable, implements an SSC and/or ELAC in accordance with all legal and District requirements <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, and sharing information	<input type="checkbox"/> Documentation and/or other evidence of parent/stakeholder involvement and engagement <input type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, rosters, and sign-in) <input type="checkbox"/> Self-Reflection <input type="checkbox"/> LCAP <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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O3: SCHOOL IMPLEMENTATION OF LOTTERY AND ENROLLMENT PROCEDURES

<i>The school has implemented compliant lottery and enrollment procedures.</i>	
Performance Rubric	Sources of Evidence
<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) School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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SCHOOL NAME:
DATE OF VISIT:

Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
<p>The following information posted to the school's website:</p> <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) and (d). <input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 	<input type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes:		