LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2020-2021 SCHOOL YEAR (REMOTE VERSION)**
FOR

LOS ANGELES LEADERSHIP PRIMARY ACADEMY – 2252
Name and Location Code of 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.

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.

Charter School Name:	**Los Angeles Leadership Primary Academy**			Location Code:	**2252**
Current Address:		City:	ZIP Code:	Phone:	Fax:
2670 Griffin Avenue		**Los Angeles, CA**	**90031**	**213-381-8484**	**213-381-8489**
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:	
July 1, 2016 to June 30, 2021			**2**	**East**	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:		Number Above/Below Enrollment Capacity (day of visit):	**Below by 106**	
324	**430**				
Grades Currently Served	Grades To Be Served Per Charter:		Percent Above/Below Enrollment Capacity (day of visit):	**Below by 24.65%**	
TK-5	**TK-5**				
Norm Enrollment Number:			**322**		
Total Number of Staff Members:	**40**	Certificated:	**25**	Classified:	**15**
Charter School's Leadership Team Members:		**Arina Goldring, Executive Director; Nereida Lopez, Principal**			
Charter School's Contact for Special Education:		**Tina Butler, Chief Operations Officer**			
CSD Assigned Administrator:	**Dr. Blanca A. Alves-Monaster**		CSD Fiscal Services Manager:	**Remedios Dizon**	
Other School/CSD Team Members:		**None**			
REMOTE Oversight Visit Date(s):		**March 25, 2021**	Fiscal Review Date (if different):	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**N/A**	LAUSD Co-Location Campus(es) (if applicable):	**No**	
			Date of Co-Location meeting with Operations Team:	**N/A**	

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

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
LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation.   While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered 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*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories: *Governance* – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education *Student Achievement and Educational Performance* – demonstrating positive academic achievement and growth for all students *Organizational Management, Programs, and Operations* – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school *Fiscal Operations* – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements This report, including the ratings in each category, is based on information and evidence gathered 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 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit. The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing,* and *(1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

G1: 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):

- Bylaws provided with signature of September 9, 2020.
- Evidence of Councils:
  - DLAC via agendas provided and dates posted on the website. The school conducted two meetings one on September 15, 2020 which included topics such as Understanding ELPAC Scores and the Learning Continuity Plan.
  - SSC with agendas and minutes were posted for six meetings. Topics covered included Monitor and Review LALPA School Plan for Student Achievement, Survey results, SSC Bylaws, Technology, Additional support for ELs and Roles and Responsibilities within the committee.
- Evidence of evaluation via document review (1.7), which included Rubric for Principal and the Director's evaluation. Consider including agendas and minutes from specific Board meeting's topic addressing the evaluation of school leadership.

G2: The Governing Board complies with most material provisions of the Brown Act.

- Per binder 1.8, Brown Act training was conducted on March 18, 2021.
- Agendas, minutes and supporting documents are posted on the website and were provided as part of the Dropbox evidence.
- Per AB2257 **a current board agenda** needs to be posted on the homepage of the charter school's primary website and accessible through a prominent, direct link.

G3: 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, per evidence provided:

- General Complaint procedure posted on the website with specifics regarding investigation times and an opportunity to appeal to the Chief Executive Officer/Superintendent and if necessary, to the Board of Directors.
- The Employee Handbook, which includes Appendix A: Harassment/Discrimination/Retaliation Complaint Form and Appendix B: Internal Complaint Form. Page 56 of the 2020-2021 includes Policy for Complaints against employees with a step-by-step process, per conversation with the leadership consider adding timelines to such steps.

G5: The Governing Board monitors school performance and other internal data to inform decision-making per evidence via agendas, minutes and supporting Board meeting documentation:
- Some of the agendas such as September 24, 2020, December 2, 2020 and January 26, 2021 includes:
  - Principal's report where principals report on various topics such as: enrollment, attendance, curriculum and instruction, professional development, and student achievement data.

Areas Noted for Further Growth and/or Improvement

G1: Consider including agendas and minutes from specific Board meeting's topic addressing the evaluation of school leadership.

G2: Per AB2257 a current board agenda needs to be posted on the homepage of the charter school's primary website and accessible through a prominent, direct link.

G3: Page 56 of the 2020-2021 includes Policy for Complaints against employees with a step-by-step process, per conversation with the leadership consider adding timelines to such steps.

G5: For the 2020-2021 school year there was limited reported data of student achievement.

Corrective Action Required

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

Notes:
None

NOTE: If the CSD gathers or otherwise receives substantial evidence of 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 (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☒ Discussion with leadership ☐ 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
• Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence
Performance ☐ The Governing Board complies with all material provisions of the Brown Act ☒ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☒ Evidence of SB 126 implementation **(B1.8b)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas***:** • Student discipline • Employee grievances and discipline • Parent/stakeholder complaint resolution process • Uniform Complaint Procedures	

Rubric	Sources of Evidence
Performance ☐ 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 ☒ 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 ☐ 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 ☐ 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, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric	Sources of Evidence
Performance ☒ 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 ☐ 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 ☐ 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 ☐ 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	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ☐ Other: (Specify)

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

The Governing Board has a system in place to ensure ongoing: • Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)	

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data **(B1.4)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
• The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ 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

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	Sources of Evidence
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress
A6: The schoolwide Dashboard Suspension Rate Indicator color is green. LALPA's percentage of students suspended at least once was 0.5%, which was lower than the State's at 3.4%.

A8: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are above the statewide averages in ELA, as follows: English Learners at -31.0 vs. -45.1 points; Latino at -23.7 vs. -26.6 points and Socioeconomically Disadvantaged at -25.6 vs. -30.1 points.

A9: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages in Math, as follows: English Learners at -52.4 vs. -68.6 points; Latino at -43.8 vs. -62.2 points and Socioeconomically Disadvantaged at -44.8 vs. -63.7 points.

Areas Noted for Further Growth and/or Improvement
A1: The schoolwide Dashboard ELA Indicator color is yellow. LALPA's 2019 average DFS was -24.2, which is lower than the state average DFS at -2.5. The school leadership concluded that as they analyzed data from the 2019-200 schoolyear that LALPA would:
- Continue with a focus on literacy and continuing to add books based on student's reading levels. Oral language was also identified as a need.
- Administer the first benchmark assessment to establish a baseline within the first five weeks of school, analyze and identify areas of need schoolwide and individual classrooms. Benchmark assessments were conducted remotely.
- Conduct weekly observations and coaching sessions to support with instructional strategies: differentiation strategies. Observations concluded a need to redefine engagement through distance learning.
- Administration of ICAs remotely by scheduling small groups for testing session outside instructional time. Testing results were reviewed by teachers to adjust instruction and students also met with teachers to discuss results and set goals.

A2: The schoolwide Dashboard Math Indicator color is yellow. LALPA's 2019 average DFS was -43.2, which is lower than the state average DFS at -33.5. The school leadership concluded that as they analyzed data from the 2019-200 schoolyear that LALPA would:
- Analysis of end of year data, plan and identify schools needs to maintain focus on mathematical literacy and word problem comprehension.
- Math benchmarks administered within the sixth week of schools, schedule small group sessions for assessment. Teachers reviewed results and adjusted instructional plans.

- Instructional team analyzed data and reported to identify students referred to the learning center and students who need additional tutoring and support.
- Weekly observations aimed at engagement of students during math lessons.
- Math ICAs administered and IABs are continuing to be administered as practice to have continuity on testing format.

A5: The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. LALPA's 2019 Chronic Absenteeism Percentage was 12.7%, which was higher than the State at 10.1%. Although the school's chronic absenteeism is higher than the state, the school has made progress from a 15.1% in 2018-2019 to 12.7% in 2019-2020. The school continues to implement the following strategies:
- School-wide 20 Day Perfect Attendance Challenge
- A staff member who is assigned to work with attendance to help streamline communication between families, teachers, and administration.
- Onsite technology support to assist during remote learning.
- Parents are provided weekly check in updates through newsletters.
- Wellness calls to proactively address issues with students attending online classes.

A11: The school reclassifies English Learners at 9.1%, which is at a rate higher than the state average at 13.8%. The school leadership has noted the following as a root cause:
- By October 7, 2020, LALPA had identified 19 students that met the criteria for reclassification. This increased our reclassification rate to 10.98%, thus closing the gap with the state's reclassification average rate.
- When schools were given an optional second testing window in the fall, LALPA strategically tested only those students that either met the criteria for reclassification and had an overall score of 3. LALPA then moved to administer the test to all students who were close to the next level starting in fifth grade and working down to the lower grades.
- Based on the testing window, we were able to test students up to second grade, leaving most of the students in Kindergarten and first grade with the same test as the last administered ELPAC.

Next Steps:
- Since obtaining the ELPAC results, the ELPAC coordinator met individually with all students whose ELPI level remained the same to discuss the results and set up a goal.
- The parents were also provided with a workshop on how to read the ELPAC test report and how to identify the areas of need. This workshop took place right before parent-teacher conferences because parents were also provided with sample questions to ask the teacher regarding the support that the child receives in the classroom.

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

Notes:
A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 44.2%, which was lower than the state at 48.3%. The school 2019 Performance Level was Low. The school leadership noted that students who decreased at least one ELPI level (22.4%) and students who maintained their ELPI level (33.3%), the LALPA leadership team has conducted a detailed analysis of ELPAC data by domain and identified Reading and

Writing student performance as the major factors that impact our student results. The school is now providing students with ample opportunities to participate in each of the four domains.

A11: **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^{2th} grade)*
- Teacher evaluation based on student English Language Arts and ELD grades/progress report marks**
- Parent consultation and approval

LA Leadership Primary operates an 80:20 Dual Language program in Spanish.

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.

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 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 ☐ The schoolwide Dashboard ELA Indicator color is blue ☐ The schoolwide Dashboard ELA Indicator color is green ☒ The schoolwide Dashboard ELA Indicator color is yellow ☐ The schoolwide Dashboard ELA Indicator color is either red or orange ☐ N/A - No color assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 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
Performance ☐ The schoolwide Dashboard Math Indicator color is blue ☐ The schoolwide Dashboard Math Indicator color is green ☒ The schoolwide Dashboard Math Indicator color is yellow ☐ The schoolwide Dashboard Math Indicator color is either red or orange ☐ N/A - No color assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 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	☐ The schoolwide Dashboard ELPI color is blue ☐ The schoolwide Dashboard ELPI color is green ☐ The schoolwide Dashboard ELPI color is yellow ☐ The schoolwide Dashboard ELPI color is either red or orange ☒ N/A - No color assigned for the ELPI on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☒ ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 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	☐ The schoolwide Dashboard CCI color is blue ☐ The schoolwide Dashboard CCI color is green ☐ The schoolwide Dashboard CCI color is yellow ☐ The schoolwide Dashboard CCI color is either red or orange ☐ N/A - No color assigned for the CCI on the Dashboard ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 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 ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green ☒ The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange ☐ N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)	
Rubric	**Sources of Evidence**
Performance ☐ The schoolwide Dashboard Suspension Rate Indicator color is blue ☒ The schoolwide Dashboard Suspension Rate Indicator color is green ☐ The schoolwide Dashboard Suspension Rate Indicator color is yellow ☐ The schoolwide Dashboard Suspension Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is green ☐ The schoolwide Dashboard Graduation Rate Indicator color is yellow ☐ The schoolwide Dashboard Graduation Rate Indicator color is either red or orange ☐ N/A - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☒ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence
Performance ☒ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator	☒ California School Dashboard Report (CDE) ☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric	Sources of Evidence
Performance ☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ N/A - No assessment of performance for this indicator ☒ N/A - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence

Performance ☐ The school reclassifies English Learners at a rate higher than the state average
☐ The school reclassifies English Learners at a rate similar to the state average
☒ The school reclassifies English Learners at a rate lower than the state average
☐ The school did not reclassify any of its English Learners
☐ N/A - The school did not have any English Learners
☐ N/A - No assessment of performance for this indicator
	☒ Reclassification report (CDE)
	☒ Review of LAUSD Office of Data & Accountability's Data Set **(B2.1)**
	☒ ELPAC Criterion reports (CDE) **(B2.3)**
	☒ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)**
	☒ Rate of "**At Risk**" ELs in comparison to the state average
	    ☒ Higher
	    ☐ Same
	    ☐ Lower
	(Additional info within "Notes" section above) (B2.4)
	☐ Rate of "**LTELs**" in comparison to the state average
	    ☐ Higher
	    ☐ Same
	    ☐ Lower
	(Additional info within "Notes" section above) (B2.4)

*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS

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.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS** (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

  AB1505 "Verified Data" questions:

  1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
  2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
  3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
  4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.

Rubric		Sources of Evidence
Perfo rman	☐ The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	☐ "Verified Data"/Internal Assessment Data and other relevant information **(B2.6)** ☐ Other: (Specify)

analyzed and that reflect "at least one year's progress" in student achievement in ELA and Math for all of the school's numerically significant subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels. ☐ The school has demonstrated developing levels of student achievement and progress as measured by "Verified Data"/Internal assessments that are regularly monitored and analyzed and that reflect "at least one year's growth" in student achievement in ELA and Math for less than a majority of the school's numerically significant subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by "Verified Data"/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school's numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or did not provide "verified data". ☒ N/A - No assessment of performance for this indicator.	

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

INSTRUCTIONAL BENCHMARK – UPDATE 2016 through 2021
For the 2020-2021 the school provided the annual academic performance analysis and self-reflection on the school's progress toward the performance targets identified in its charter.
   a. CAASPP Overall Grade level growth comparison in both ELA and Math by whole school and subgroup performance in alignment to the LCAP goals –there was growth schoolwide and for some numerically significant subgroups; however English Learners and Students with Disabilities did not meet the projected growth target for the 2018-2019 school year –NO DATA TO REPORT
   b. Internal Benchmark Data analysis – DID NOT MEET
   c. ELPAC Results and comparison - DID NOT MEET
(please see steps the school has taken included as part of the Student Achievement Section on this report)

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ General Information ☒ Stakeholder Engagement ☒ In-Person Instructional Offerings 　　Actions Related to In-Person Instructional Offerings ☒ Distance Learning Program which includes: 　　Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program ☒ Pupil Learning Loss 　　Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss ☒ Mental Health and Social Emotional Well-Being ☒ Pupil and Family Engagement and Outreach ☒ Additional Actions to Implement the Learning Continuity Plan ☒ Increased or Improved Services for Foster Youth, English Learners and Low-Income Students	☒ Learning Continuity Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:
None

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O1: 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, as evidenced by:
- Board approved Suicide Prevention Policy for elementary grades which was revised on 6/26/2020.
- Emergency drills and training included planned emergency drills flyer which includes drills such as: code yellow, code red, fire drill, great shakeout, and fire drill.
- School safety plan.

02: 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. Evidence provided per binder 3.2 Health and Safety included:
- Evidence of Certificate of Occupancy by City of LA dated for maximum occupancy to 1,057.
- EPI Pen documentation included a letter from Charter Nursing Services PRN Nursing Consultant dated March 11, 2021 which noted completion by the Credentialed School Nurse of Mandated Virtual EpiPen Training for 2020-2021. In addition, the school included a list of 30 staff members that completed the training on March 10, 2021.
- Provided evidence of Kindergarten Immunization Assessment with 49 total number of kindergarten students and zero overdue-needs doses.
- Evidence of AB 1871 – meals, via school menu and summer flyer offering breakfast and lunch.

O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS, evidence provided included a total of five lesson plan/pacing plan samples, such as:
- ETK/TK lesson plans for the week of October 26-October 30 which included CCSS for English, Math and Spanish Language Art, Learning Objectives, Focus Questions, Independent Practice for each of the three subject areas.
- 4th grade lesson plans tailored to virtual learning, which included ELA with standards, objective, asynchronous instruction.

O6: 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. Per Welligent report:
- 200 Report – no overdue IEP's
- 300 report – one service in tier 5 and 6 services in tier 6. The school leadership provided rationale for services been delayed and next steps to address , such as a home visit or providing added minutes to address absences.

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, evidence provided:

- One email to the principal of topic: Distance Learning for August 14, 2020;   one email to the principal of topic: Significantly Increase ELL Students' Fluency in Reading, Writing and Speaking for October 19, 2020.
- Two agendas for Special Education training with topics such as 300 report, specialized services, reopening, oversight PA March 25.
- The school provided a PD schedule with topics such as: New teacher meeting, Grade level planning, DL: maximizing student learning using innovative google and EdTec tools, Zoom settings, Participation and Engagement, Online instructional tools, Reader's theatre (speaking, reading, listening), Significantly increase ELL student's fluency in reading, writing, and speaking, ELPAC/Reclassification updates, PBIS kickoff to staff, and Lesson Plan Dive: increasing academic rigor.

O11: 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, evidence included:

- The Lion Letter which provides an instructional focus for teachers to continue to develop and grow in their practice. The school leader shared a constant focus to seek best practices and be able to share amongst her staff.
- Evidence via binder review also included a classified evaluation, LALA hybrid in person addendum, an MOU with Los Angeles Leadership United, to address School Closure related to COVID 19.

Areas Noted for Further Growth and/or Improvement

O1: Ensure that Visitor Policy is aligned website and evidence provided on binder 3.1.

O4: 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 as evidence by binder 3.3j:

- Lesson plan dated March 1, 2021 for Emergent Readers.
- A second Learning Center Referral Form.
- Learning Center Referral form for fall 2020 distance learning, with question such as: what interventions you have implemented with the student, what did you observed during interventions, student data, participation during distance learning.
- Learning Center 1st-5th grade schedule for ELA and Math.
- A tracking form by week of Learning Center ELA.
- A chart with multi-tiered support system student assistance program.
- A sample letter for parents providing Action plan for student having academic areas of concern.
- Per conversation with leadership, continue to identify processes for data collection to continue to inform the successful practices in support of the learning needs of students and to be able to continue to modify instruction.

O10: Per conversation with the leadership team, the school needs to provide explicit evidence to address 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.

Corrective Action Required

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

Notes:
None

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 <u>all new staff and sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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 • AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups • A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	**Sources of Evidence**

Performance	☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☐ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☐ Evidence of provision and location of onsite emergency supplies **(B3.1b)** ☒ Evidence of AB 1767 implementation (grades K-6) **(B3.1g)** ☐ Evidence of AB 2246 implementation (grades 7-12) **(B3.1f)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* ("ESSA Grid") **(B3A.1)** ☒ **Virtual classroom observation** ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- 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)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

Rubric	Sources of Evidence
Performance ☒ 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 ☐ 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 ☐ 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 ☐ 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	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Evidence of Epi-pen **(B3.2c)** ☐ AED (schools with an interscholastic athletic program) **(B3.2e)** ☐ Evidence of SB 972 **(B3.2f)** ☒ Discussion with school leadership ☐ 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
Performance	☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS ☐ 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 ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☐ Evidence of implementation of CA NGSS (**B3.3a**) ☒ LCAP (**B3.3b**) ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

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

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ 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 ☐ 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 ☒ 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 ☐ 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	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP/Learning Continuity and Attendance Plan **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☐ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(B3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3j)** ☐ Evidence of implementation of a data analysis system **(B2.1 and B2.6)** ☐ School Internal Assessment Data Report, or equivalent **(B2.6)** ☒ **Virtual Classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program in alignment with the school's charter **(B3.3k)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:
- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric	Sources of Evidence
Performance ☒ 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 ☐ 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 ☐ 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 ☐ 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	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☐ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ **Virtual classroom observation** ☒ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence
Performance ☐ 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 ☒ 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 ☐ 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 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	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality **(B2.1)** ☒ Suspension rates, and disproportionality rates ☒ Evidence of implementation of AB 2291 **(B3.4c)** ☐ ~~Interview of stakeholders~~ ☒ Discussion with school leadership ☐ Other: (Specify)

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance ☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ ~~Interview of teachers and/or other staff~~ ☒ Discussion with school leadership ☐ Other: (Specify)

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/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

Rubric	Sources of Evidence

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

O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accesisble to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information ☐ Evidence of implementation of AB 2022 **(B3.4e)** ☒ Evidence of implementation of AB 34 **(B3.4e)** ☐ Other: (Specify)

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

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric		Sources of Evidence
Performance	☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) **(B3.4f)** ☒ Discussion with school leadership ☐ 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
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
Performance ☐ 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 ☒ 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 ☐ 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 ☐ 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	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c**) ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a and B3A.3a)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.5)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

N/A

2252	2017-2018					2018-2019					2019-2020				
Los Angeles Leadership Primary 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		1,014,006	967,192	1,460,956	1,460,955		0	1,106,991	996,019	996,019		1,054,370	880,032	2,026,736	2,026,736
Current Assets		1,525,805	1,478,991	1,803,908	1,803,907		0	1,730,580	1,928,769	1,928,769		1,647,024	1,648,099	2,486,623	2,607,837
Fixed and Other Assets		2,369,026	2,535,163	2,380,766	2,380,766		0	2,455,161	2,517,613	2,517,613		2,436,165	2,436,165	2,442,058	2,442,058
Total Assets		3,894,831	4,014,154	4,184,674	4,184,673		0	4,185,741	4,446,382	4,446,382		4,083,189	4,084,264	4,928,681	5,049,895
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		350,000	350,000	312,122	312,121		0	294,040	259,649	259,649		147,563	210,232	245,035	369,873
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	594,624	591,000
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		350,000	350,000	312,122	312,121		0	294,040	259,649	259,649		147,563	210,232	839,659	960,873
Net Assets		3,544,831	3,664,154	3,872,552	3,872,552		3,813,779	3,891,701	4,186,733	4,186,733		3,935,626	3,874,032	4,089,022	4,089,022
Total Revenues	5,204,631	5,000,628	5,204,954	5,160,853	5,160,852	5,314,505	5,025,472	5,584,424	5,605,567	5,605,568	5,342,466	4,852,273	4,801,114	4,677,275	4,677,275
Total Expenditures	5,097,798	5,204,143	5,289,147	5,036,647	5,036,646	5,292,228	5,084,246	5,565,275	5,291,386	5,291,387	5,332,514	5,103,380	5,113,815	4,774,986	4,774,986
Net Income / (Loss)	106,832	(203,515)	(84,192)	124,206	124,206	22,277	(58,773)	19,149	314,181	314,181	9,952	(251,107)	(312,701)	(97,711)	(97,711)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	106,832	(203,515)	(84,192)	124,206	124,206	22,277	(58,773)	19,149	314,181	314,181	9,952	(251,107)	(312,701)	(97,711)	(97,711)
Net Assets, Beginning	3,915,867	3,738,730	3,738,730	3,748,346	3,748,346	3,664,154	3,872,552	3,872,552	3,872,552	3,872,552	3,891,701	4,186,733	4,186,733	4,186,733	4,186,733
Adj. for restatement / Prior Yr Adj	0	9,616	9,616	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,915,867	3,748,346	3,748,346	3,748,346	3,748,346	3,664,154	3,872,552	3,872,552	3,872,552	3,872,552	3,891,701	4,186,733	4,186,733	4,186,733	4,186,733
Net Assets, End	4,022,700	3,544,831	3,664,154	3,872,552	3,872,552	3,686,431	3,813,779	3,891,701	4,186,733	4,186,733	3,901,653	3,935,626	3,874,032	4,089,022	4,089,022

2252	Audited Financials					2020-2021				
Los Angeles Leadership Primary Academy	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,067,698	1,460,955	996,019	2,026,736	0		1,021,302	0	0	0
Current Assets	1,632,795	1,803,907	1,928,769	2,607,837	0		2,865,262	0	0	0
Fixed and Other Assets	2,440,427	2,380,766	2,517,613	2,442,058	0		2,361,503	0	0	0
Total Assets	4,073,222	4,184,673	4,446,382	5,049,895	0		5,226,765	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	324,876	312,121	259,649	369,873	0		233,733	0	0	0
Other Long Term Liabilities	0	0	0	591,000	0		3,700	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	324,876	312,121	259,649	960,873	0		237,433	0	0	0
Net Assets	3,748,346	3,872,552	4,186,733	4,089,022	0		4,989,332	0	0	0
Total Revenues	5,161,396	5,160,852	5,605,568	4,677,275	0	5,013,269	5,767,089	0	0	0
Total Expenditures	5,028,635	5,036,646	5,291,387	4,774,986	0	4,534,610	4,866,779	0	0	0
Net Income / (Loss)	132,761	124,206	314,181	(97,711)	0	478,659	900,310	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	132,761	124,206	314,181	(97,711)	0	478,659	900,310	0	0	0
Net Assets, Beginning	3,615,585	3,748,346	3,872,552	4,186,733	0	3,874,032	4,089,022	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,615,585	3,748,346	3,872,552	4,186,733	0	3,874,032	4,089,022	0	0	0
Net Assets, End	3,748,346	3,872,552	4,186,733	4,089,022	0	4,352,691	4,989,332	0	0	0

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of *4, Accomplished*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

Los Angeles Leadership Primary Academy's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of $4,089,022 and a net loss of ($97,711). The 2020-2021 First Interim projected positive net assets of $4,989,332 and net income of $900,310.

According to The Los Angeles Leadership Academy's independent audit report dated June 30, 2020, Los Angeles Leadership Primary Academy is one of two schools operated by The Los Angeles Leadership Academy. Both The Los Angeles Leadership Academy charter schools are currently authorized by the Los Angeles Unified School District (LAUSD). The Los Angeles Leadership Academy and its charter schools reported positive net assets of $9,613,068 and a net loss of ($283,979). The Los Angeles Leadership Academy, without its charter schools, reported positive net assets of $19,995 and net income of $0. According to The Los Angeles Leadership Academy, there are no management fees charged to either Los Angeles Leadership Primary Academy or to the other charter school that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of The Los Angeles Leadership Academy's Chief Executive Officer/Superintendent, its Director of Finance, and its Chief Operations Officer. These costs are allocated on a pro-rated basis, between the two schools based on Average Daily Attendance (ADA).

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	$3,748,346	$3,872,552	$4,186,733	$4,089,022	$4,989,332
Net Income/Loss	$132,761	$124,206	$314,181	($97,711)*	$900,310
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

*The school attributed the reported net loss in Fiscal Year 2019-2020 to the lower-than-expected enrollment and to revenue losses and additional expenditures incurred due to the COVID-19 pandemic. According to the school, careful budgeting and planning should ensure that this was a one-time occurrence and management has forecasted net income for Fiscal Year 2020-2021 despite continued COVID-19 related challenges.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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. **Declining Student Enrollment:**
   Los Angeles Leadership Primary Academy's enrollment has been declining. The school's Norm Enrollment history is summarized below.

Los Angeles Leadership Primary Academy's Norm Day Enrollment History					
Grade Level	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
K	65	66	66	57	47
1	70	59	60	47	52
2	76	64	55	60	48
3	75	63	66	48	62
4	70	63	49	62	52
5	72	74	62	49	61
Total Enrollment	**428**	**389**	**358**	**323**	**322**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(39)**	**(31)**	**(35)**	**(1)**

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. The school's recruitment materials have been updated to include the school's enrichment programs such as Music and Art. Printed materials have been distributed to local businesses, community centers, and at local events. Recruitment efforts have extended to social media through the school's social media account to promote school programs and events. The school also collaborated with local preschools to host presentations to families with information about the programs that the school offers. In addition to these efforts, the school stated that it continually monitors its budgets and realigns it expenditures where appropriate without affecting its academic offerings.

The CSD will continue to monitor the school's enrollment through oversight. The Charter Schools Division will review the school's action plans and progress 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 in this report.	

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Los Angeles Leadership Primary 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.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is $2,026,736, and total expenditures equal $4,774,986. Therefore, the school's cash reserve level is 42.44%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Reviewed the following 30 checks and an electronic debit transaction. No discrepancies were noted.
    a. Check numbers (Pacific Western Bank Checking Account Ending in X1599): 3993; 4005; 4035; 4099; 4186; 4223; 4272; 4292; 4353; 4377; 4462; 4488; 4493; 4501; 4533; 4550; 4575; 4588; 4595; 4627; 4644; 4650; 4652; 4655; 4658; 4674; 4677; 4693; 4732; and LALA3832.
14. Reviewed credit card statements from August 2020 through January 2021. Selected the months of November 2020 and January 2021 for sample testing. No discrepancies were noted.
    a. California Credit Union Credit Card Ending in X1023 (Chief Executive Officer/Superintendent , No activities)
    b. California Credit Union Credit Card Ending in X1437 (Chief Operations Officer)
15. Reviewed bank statements and bank reconciliations from August 2020 through January 2021. Selected the months of August 2020 through January 2021 for sample testing. No discrepancies were noted.
    a. Pacific Western Bank Checking Account Ending in X1599 (Operating Account)
    b. Chase Bank Checking Account Ending in X5715 (Regular Fundraising Account)
    c. Chase Bank Checking Account Ending in X9828 (Parent Fundraising Account)
    d. Banc of California Business Certificate of Deposit Account Ending in X7817 (Money Market Account, account closed in October 2020)

e. Banc of California Business Preferred Money Market Account Ending in X5576 (Money Market Account)

16. A Segregation of Duties (SOD) review was conducted remotely at Los Angeles Leadership Primary Academy via videoconference. No discrepancies were noted.

17. Equipment inventory was provided.

18. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.

19. The most current Audited Financial Statements are posted on the charter school's website.

20. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.

21. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.

22. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.

23. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.

24. Documentation pertaining to the school's application for the State growth funding was provided.

25. Pursuant to AB 1871, a signed written statement that indicates that Los Angeles Leadership Primary Academy is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.

26. Los Angeles Leadership Primary Academy did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.

27. The 2019-2020 audited and unaudited actuals do not mirror each other. There were variances of $121,214 in total assets and total liabilities. Per the school, these variances were primarily due to a reclassification from Accounts Receivable to Accounts Payable related to overpayments that were due back to the California Department of Education (CDE). The amount was recorded as negative Accounts Receivable in the school's Unaudited Actuals, which was reclassified as Accounts Payable in the Audited Actuals in accordance with Generally Accepted Accounting Principles (GAAP).

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]

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.	*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.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

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.	*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.*
13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).	13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
 1. Positive Net Assets exceed 4% of prior year expenditures;
 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
 3. A comprehensive website that provides at a minimum four of the following fiscal items:
    o Most current financial reports presented to the governing board
    o Salary schedules/benefits/information
    o Budget development process
    o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
    o The most current approved petition
    o Fiscal policies and procedures manual
	SUPPLEMENTAL CRITERIA
	 1. Positive Net Assets exceed 3% of prior year expenditures;
	 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	 3. A comprehensive website that provides at a minimum four of the following fiscal items:
	    o Most current financial reports presented to the governing board
	    o Salaries schedule/benefits/information
	    o Budget development process
	    o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	    o The most current approved petition
	    o Fiscal policies and procedures manual

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.	*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.*
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 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. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and 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. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division **REQUIRED CRITERIA** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division 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.

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.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; 8. The LCAP/Learning Continuity and Attendance Plan 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.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*
<u>*New Schools:*</u>	<u>*New Schools:*</u>

<u>***REQUIRED CRITERIA***</u>
1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and
9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.
	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.

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