



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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

### **OCEAN CHARTER - 5962**

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.**



<b>Charter School Name:</b>		Ocean Charter		<b>Location Code:</b>		5962					
<b>Current Address:</b>			<b>City:</b>		<b>ZIP Code:</b>		<b>Phone:</b>		<b>Fax:</b>		
12870 Panama St.			Los Angeles		90066		310-827-5511		310-827-2012		
<b>Current Term of Charter:</b>					<b>LAUSD Board District:</b>			<b>LAUSD Local District:</b>			
July 1, 2018 to June 30, 2023					4			West			
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Number Above/Below Enrollment Capacity (day of visit):</b>			+43				
575		532									
<b>Grades Currently Served</b>		<b>Grades To Be Served Per Charter:</b>		<b>Percent Above/Below Enrollment Capacity (day of visit):</b>			+8.08%				
TK-8		TK-8									
<b>Norm Enrollment Number:</b>				568							
<b>Total Number of Staff Members:</b>		71		<b>Certificated:</b>		21		<b>Classified:</b>		50	
<b>Charter School's Leadership Team Members:</b>			Stephanie Edwards, Executive Director; Kristy Mack-Fett, Executive Director								
<b>Charter School's Contact for Special Education:</b>			Kristy Mack-Fett								
<b>CSD Assigned Administrator:</b>		Sarah Ziegenhorn				<b>CSD Fiscal Services Manager:</b>		Lourdes Ramirez			
<b>Other School/CSD Team Members:</b>			Hanah Kwon, COP								
<b>REMOTE Oversight Visit Date(s):</b>			4/13/21			<b>Fiscal Review Date (if different):</b>			N/A		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>			N/A			<b>LAUSD Co-Location Campus(es) (if applicable):</b>			N/A		
						<b>Date of Co-Location meeting with Operations Team:</b>			N/A		

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

Areas of Demonstrated Strength and/or Progress

- G2: BROWN ACT - The Governing Board continues to comply with all material provisions of the Brown Act. As evidenced by documents provided in Binder 1, the current Board of Trustees (Governing Board) members have received Brown Act training. Review of the Board of Trustees meeting agendas evidenced opportunity for public participation in accordance with the Brown Act. Additionally, review of the school’s website provided evidence that the board agendas are available online. The board approved meeting calendar shows that regular governing board meetings occur monthly.
- G5: DATA-BASED DECISION-MAKING - The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria). Based on review of the agendas and minutes provided, the Board of Trustees reviews student achievement data throughout the year, including but not limited to, enrollment and distance learning strategies to inform sound decision-making. The agendas also evidenced standing items of “Finance” and “Diversity, Equity and Inclusion Committee” whereby the board reviews the school’s financials and discusses the work of the committee, respectively. Additionally, the agendas and minutes provided by the school verified that the Board of Trustees monitors the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals).

Areas Noted for Further Growth and/or Improvement

None

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**

<p><b><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b></li> <li><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b></li> <li><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b></li> <li><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b></li> <li><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><b><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></b></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>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</li> <li>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</li> <li>Governing Board meetings are held in accordance with the requirements of SB 126</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> 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
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> 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



<ul style="list-style-type: none"> <li>Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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





**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

<p><b>The Governing Board has a system in place to ensure sound fiscal management and accountability:</b></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 50%; text-align: center;">Rubric</th> <th style="width: 40%; text-align: center;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9d9e3; text-align: center; vertical-align: middle;"><b>Performance</b></td> <td> <input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement  <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement  <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)  <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)                 </td> <td> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b>  <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b>  <input type="checkbox"/> Observation of Governing Board meeting  <input checked="" type="checkbox"/> Discussion with leadership  <input checked="" type="checkbox"/> Independent audit report(s)  <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)                 </td> </tr> </tbody> </table>			Rubric	Sources of Evidence	<b>Performance</b>	<input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
	Rubric	Sources of Evidence					
<b>Performance</b>	<input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)					
<p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b></p>							
<p>N/A</p>							



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education’s (CDE) Charter School’s Performance Category	High Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• A1: DASHBOARD SCHOOLWIDE ELA INDICATOR – The schoolwide Dashboard ELA Indicator color is green.           <ul style="list-style-type: none"> <li>▪ The schoolwide average Distance from Standard (DFS) in ELA is +38.4 compared to the state average DFS of -2.5.</li> </ul> </li> <li>• A2: DASHBOARD SCHOOLWIDE MATH INDICATOR – The schoolwide Dashboard Math Indicator color is green.           <ul style="list-style-type: none"> <li>▪ The schoolwide average DFS in Math is +4.0 compared to the state average DFS of -33.5.</li> </ul> </li> <li>• A8: DASHBOARD SUBGROUP ELA – All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages.           <ul style="list-style-type: none"> <li>▪ Latino student group’s average DFS in ELA is +9.0 compared to the state average DFS of -26.6.</li> <li>▪ Socioeconomically Disadvantaged student groups’ average DFS in ELA is -2.8 compared to the state average DFS of -30.1.</li> <li>▪ Students with Disabilities student groups’ average DFS in ELA is -3.5 compared to the state average DFS of -88.1.</li> <li>▪ Two or More Races student groups’ average DFS in ELA is +44.6 compared to the state average DFS of +30.3.</li> <li>▪ White student groups’ average DFS in ELA is +56.8 compared to the state average DFS of +30.7.</li> </ul> </li> <li>• A9: DASHBOARD SUBGROUP MATH - All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages.           <ul style="list-style-type: none"> <li>▪ Latino student group’s average DFS in Math is -23.3 compared to the state average DFS of -62.2.</li> <li>▪ Socioeconomically Disadvantaged student groups’ average DFS in Math is -38.2 compared to the state average DFS of -63.7.</li> <li>▪ Students with Disabilities student groups’ average DFS in Math is -45.3 compared to the state average DFS of -119.4.</li> <li>▪ Two or More Races student groups’ average DFS in ELA is +3.6 compared to the state average DFS of +2.5.</li> <li>▪ White student groups’ average DFS in ELA is +26.8 compared to the state average DFS of +1.4.</li> </ul> </li> </ul>	



Areas Noted for Further Growth and/or Improvement

- A11: ENGLISH LEARNER RECLASSIFICATION – The school did not reclassify any of its English Learners.
  - The school’s 2019-2020 reclassification rate is 0.0% compared to the state average of 13.8%.

Corrective Action Required

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

Notes:

**A6-** While the Dashboard Schoolwide Suspension Rate Indicator color is yellow, the schoolwide percentage of students suspended at least once (0.7%) is lower than the state average (3.4%).

**A11-** In response to the reclassification data, school leadership shared, “The data related to OCS\* reclassification rate is not accurate. We have investigated why the data was not reported accurately and discovered an issue with how it was reported to CALPADS. We have the ELPAC scores to verify that all EL students were tested and went through the reclassification process. We are now working to make sure that data is correctly entered into CALPADS. The issue came about in the transition from our previous Compliance Coordinator to our new Compliance Coordinator. Once we became aware of the situation, we took steps to review our reporting processes. In this review, we decided that contracting with ExEd for CALPADS reporting would be the best course of action. We are now working with ExEd to correct the data in CALPADS.” Additionally, Ocean Charter school leadership provided updated internal school specific CALPADS documentation that indicated eight (8) students were reclassified during the 2019-2020 reporting period.

[\*OCS: Ocean Charter School]

The school’s reclassification criteria (LAUSD EL Master Plan):

1. Assessment of Language Proficiency: ELPAC Overall Performance Level 4
2. Basic Skills Assessment: K – DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 assessed measures; 1st-5th grade – DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 assessed measures or ELA SBA (3rd-5th grades) score of Standard Met or Standard Exceeded; 6th-8th grade – Reading Inventory score of Basic, Proficient or Advanced or ELA SBA score of Standard Met or Standard Exceeded
3. Teacher Evaluation: K-5th grade – ELA composite score of 3 or 4; 6th-8th grade - Grade level English or LTEL course grade of C or better
4. Parent opinion and consultation

The school’s percentage of “at-risk” English Learners is 7.0% compared to the state at 5.7%.

The school’s percentage of Long-Term English Learners (LTELs) is 5.6% compared to the state at 8.9%.

**\*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
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)



**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is blue</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is green</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is yellow</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange</li> <li><input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard</li> <li><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue</li> <li><input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green</li> <li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow</li> <li><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange</li> <li><input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard</li> <li><input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

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



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>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)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> 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)

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





**\*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
<b>Perform ance</b>	<input type="checkbox"/> The school has demonstrated accomplished 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 progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b> <input type="checkbox"/> Other: (Specify)



<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 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 <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
---	--

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

N/A

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

*The CSD reviewed the Learning Continuity and Attendance Plan.*

<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
---	----------------------------



	<input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> Pupil Learning Loss Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students	<input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:		
None		



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• <b>O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE</b> - 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’s 2019-2020 in-school and out-of-school suspension rate was 0.0%. Documentation provided described the School-wide Positive Behavior Support as follows, “School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school-wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS* uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground.” School leadership identifies the key components of behavior expectations as, “1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior.” [*OCS: Ocean Charter School]</li> <li>• <b>O10: TRANSPARENCY FOR STAKEHOLDERS</b>- 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. Based on a review of documentation provided in Binder 3 and on the school’s website, the following are a sampling of what is available: UCP Procedure and Forms; Title IX information in accordance SB1375, AB 2246 Suicide Prevention posting and evidence of AB 34 implementation that specified information on bullying and harassment prevention is readily accessible on the school website.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u> None</p> <p><u>Corrective Action Required</u> None that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: <b>O6-</b> Ocean Charter is an Option 1 MOU school as of the 2020-2021 school year.</p>	



**\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the 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**

<p><b><i>The school has a system in place to ensure that:</i></b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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</li> <li>• School staff receives annual training on the handling of bloodborne pathogens</li> <li>• The school has a Visitor's policy and it's visible in the main office</li> <li>• 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</li> <li>• A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps (from prior year) <b>(B3.1b)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training (from prior year) <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (from prior year) <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b> <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b> <input checked="" type="checkbox"/> <b>Virtual classroom observation</b> <input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	--

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

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• School provides documentation of student immunization and</li> <li>• 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)</li> <li>• 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</li> <li>• Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day</li> <li>• Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)</li> </ul>
--



<ul style="list-style-type: none"> <li>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</li> </ul>		
Rubric	Sources of Evidence	
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Evidence of student immunization (from prior year) <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of health screening (from prior year) <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>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</li> <li>Obtained WASC accreditation (<b>high schools only</b>)</li> <li>Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> <li>Received UC/CSU approval of courses (UC Doorways) (<b>high schools only</b>)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b> <input checked="" type="checkbox"/> WASC documentation <b>(B3.3d)</b> <input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3e)</b> <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> <b>Virtual classroom observation</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>





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

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

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

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

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs</li> <li>• Provides special education training for staff</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> </ul>		
---	--	--



<ul style="list-style-type: none"> <li>Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b></li> <li><input type="checkbox"/> Other special education documentation <b>(B3.4a)</b></li> <li><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</li> <li><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b></li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>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</li> <li>Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>Minimize discretionary suspensions and expulsions</li> <li>Reduce or eliminate suspension disproportionality for student subgroups</li> <li>Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b> <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b> <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates (2019 suspension data was addressed in 2019-2020 APBOV Report) <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b> <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	--

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

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



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

<b>Rubric</b>	<b>Sources of Evidence</b>
---------------	----------------------------



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



\*\*required on website

		Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b> <input checked="" type="checkbox"/> Evidence of implementation of AB 34 <b>(B3.4e)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/>	The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website	
	<input type="checkbox"/>	The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website	
	<input type="checkbox"/>	The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	

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

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
--------	---------------------



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

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

<p><b><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></b></p> <ul style="list-style-type: none"> <li>• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• 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).)</li> <li>• 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.</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

BOARD OF EDUCATION REPORT 273 – 17/18 January 9, 2018  
 BENCHMARK: *The Charter School will submit an annual written report to the Charter Schools Division by December 1st of each year of the charter term that provides evidence and data of its community outreach efforts and outcomes to increase student diversity for its significant subgroups, which includes Latino, and Socioeconomically Disadvantaged, based on official student information.*

- PARTIALLY MET:** Ocean Charter's numerically significant subgroups, including Latino and SED, demonstrated the following student population percentages when comparing 2019-2020 to 2020-2021: Hispanic/Latino went from 25% to 23%; Two or More Races went from 15% to 18%; SED went from 22% to 16%. (The school is looking into the cause of the drop in SED.) The school reports that planned outreach events have been cancelled due to the COVID-19 pandemic, but they are actively looking for virtual events geared toward the target populations. In 2020-2021, the school has invested in Diversity, Equity and Inclusion training by The Lighthouse Group for all faculty and staff members, as well as for the Board, Governance Committee, and parents/caregivers.





Annual Performance-Based Oversight Visit Report

5962 Ocean Charter	2017-2018					2018-2019					2019-2020				
	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		909,179	4,050,105	23,194,551	23,194,550		0	20,527,665	17,569,317	379,590		2,920,547	3,122,134	4,415,779	4,415,798
Current Assets		1,482,479	4,645,569	23,623,847	23,634,004		0	21,180,372	18,201,085	18,201,085		5,912,080	3,635,674	5,127,845	5,127,864
Fixed and Other Assets		38,074,369	33,460,678	30,333,440	30,333,438		0	53,071,282	52,794,821	52,794,820		74,763,644	73,308,919	72,914,379	72,914,379
<b>Total Assets</b>		<b>39,556,848</b>	<b>38,106,247</b>	<b>53,957,287</b>	<b>53,967,442</b>		<b>0</b>	<b>74,251,654</b>	<b>70,995,906</b>	<b>70,995,905</b>		<b>80,675,724</b>	<b>76,944,592</b>	<b>78,042,224</b>	<b>78,042,243</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		18,477	4,649,425	24,284,748	24,402,219		0	21,165,801	18,790,146	18,790,145		2,672,245	4,329,413	4,925,019	4,280,039
Other Long Term Liabilities		10,076,045	7,988,542	6,505,827	6,399,564		0	10,300,000	10,300,000	10,300,000		10,300,000	10,300,000	10,954,999	11,600,000
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>10,094,522</b>	<b>12,637,967</b>	<b>30,790,575</b>	<b>30,801,783</b>		<b>0</b>	<b>31,465,801</b>	<b>29,090,146</b>	<b>29,090,145</b>		<b>12,972,245</b>	<b>14,629,414</b>	<b>15,880,018</b>	<b>15,880,039</b>
<b>Net Assets</b>		<b>29,462,326</b>	<b>25,468,280</b>	<b>23,166,712</b>	<b>23,165,659</b>		<b>50,049,987</b>	<b>42,785,853</b>	<b>41,905,760</b>	<b>41,905,760</b>		<b>67,703,479</b>	<b>62,315,179</b>	<b>62,162,206</b>	<b>62,162,204</b>
Total Revenues	20,896,084	29,656,970	25,670,499	23,493,697	23,618,851	36,793,581	32,776,140	25,530,534	24,623,476	24,910,813	34,633,182	31,811,220	26,445,280	25,886,236	26,134,410
Total Expenditures	5,409,774	5,384,837	5,392,410	5,517,178	5,643,383	5,867,294	5,892,864	5,910,343	5,883,377	6,170,712	6,010,943	6,013,501	6,035,862	5,629,790	5,877,966
<b>Net Income / (Loss)</b>	<b>15,486,310</b>	<b>24,272,134</b>	<b>20,278,088</b>	<b>17,976,520</b>	<b>17,975,468</b>	<b>30,926,287</b>	<b>26,883,276</b>	<b>19,620,191</b>	<b>18,740,099</b>	<b>18,740,101</b>	<b>28,622,239</b>	<b>25,797,719</b>	<b>20,409,418</b>	<b>20,256,446</b>	<b>20,256,444</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>15,486,310</b>	<b>24,272,134</b>	<b>20,278,088</b>	<b>17,976,520</b>	<b>17,975,468</b>	<b>30,926,287</b>	<b>26,883,276</b>	<b>19,620,191</b>	<b>18,740,099</b>	<b>18,740,101</b>	<b>28,622,239</b>	<b>25,797,719</b>	<b>20,409,418</b>	<b>20,256,446</b>	<b>20,256,444</b>
Net Assets, Beginning	5,346,626	5,191,213	5,191,213	5,190,192	5,190,191	25,437,079	23,166,712	23,165,662	23,166,712	23,165,659	42,785,853	41,905,760	41,905,760	41,905,760	41,905,760
Adj. for restatement / Prior Yr Adj	0	(1,021)	(1,021)	0	0	0	0	0	(1,050)	0	(3,780,089)	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>5,346,626</b>	<b>5,190,192</b>	<b>5,190,192</b>	<b>5,190,192</b>	<b>5,190,191</b>	<b>25,437,079</b>	<b>23,166,712</b>	<b>23,165,662</b>	<b>23,165,662</b>	<b>23,165,659</b>	<b>39,005,764</b>	<b>41,905,760</b>	<b>41,905,760</b>	<b>41,905,760</b>	<b>41,905,760</b>
<b>Net Assets, End</b>	<b>20,832,936</b>	<b>29,462,326</b>	<b>25,468,280</b>	<b>23,166,712</b>	<b>23,165,659</b>	<b>56,363,366</b>	<b>50,049,987</b>	<b>42,785,853</b>	<b>41,905,760</b>	<b>41,905,760</b>	<b>67,628,003</b>	<b>67,703,479</b>	<b>62,315,179</b>	<b>62,162,206</b>	<b>62,162,204</b>

5962 Ocean Charter	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	662,615	23,194,550	379,590	4,415,798	0		289,876	225,167	0	0
Current Assets	1,198,057	23,634,004	18,201,085	5,127,864	0		1,373,769	1,556,252	0	0
Fixed and Other Assets	26,769,040	30,333,438	52,794,820	72,914,379	0		78,080,994	78,705,349	0	0
<b>Total Assets</b>	<b>27,967,097</b>	<b>53,967,442</b>	<b>70,995,905</b>	<b>78,042,243</b>	<b>0</b>		<b>79,454,763</b>	<b>80,261,601</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	505,132	24,402,219	18,790,145	4,280,039	0		2,822,722	2,137,999	0	0
Other Long Term Liabilities	22,271,774	6,399,564	10,300,000	11,600,000	0		10,367,386	11,094,053	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>22,776,906</b>	<b>30,801,783</b>	<b>29,090,145</b>	<b>15,880,039</b>	<b>0</b>		<b>13,190,108</b>	<b>13,232,052</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>5,190,191</b>	<b>23,165,659</b>	<b>41,905,760</b>	<b>62,162,204</b>	<b>0</b>		<b>66,264,655</b>	<b>67,029,549</b>	<b>0</b>	<b>0</b>
Total Revenues	5,375,716	23,618,851	24,910,813	26,134,410	0	12,718,692	11,754,793	11,938,334	0	0
Total Expenditures	5,311,417	5,643,383	6,170,712	5,877,966	0	6,431,328	7,652,344	7,070,989	0	0
<b>Net Income / (Loss)</b>	<b>64,299</b>	<b>17,975,468</b>	<b>18,740,101</b>	<b>20,256,444</b>	<b>0</b>	<b>6,287,364</b>	<b>4,102,449</b>	<b>4,867,345</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>64,299</b>	<b>17,975,468</b>	<b>18,740,101</b>	<b>20,256,444</b>	<b>0</b>	<b>6,287,364</b>	<b>4,102,449</b>	<b>4,867,345</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	5,125,892	5,190,191	23,165,659	41,905,760	0	62,315,179	62,162,206	62,162,206	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(1,796,430)	0	(2)	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>5,125,892</b>	<b>5,190,191</b>	<b>23,165,659</b>	<b>41,905,760</b>	<b>0</b>	<b>60,518,749</b>	<b>62,162,206</b>	<b>62,162,204</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>5,190,191</b>	<b>23,165,659</b>	<b>41,905,760</b>	<b>62,162,204</b>	<b>0</b>	<b>66,806,113</b>	<b>66,264,655</b>	<b>67,029,549</b>	<b>0</b>	<b>0</b>



You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, *Accomplished*.

4

OCS' fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$62,162,204 and net income of \$20,256,444. The 2020-2021 Second Interim projected positive net assets of \$67,029,549 and net income of \$4,867,345.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

**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 (Second Interim)
Net Assets	\$5,190,191	\$23,165,659	\$41,905,760*	\$62,162,204*	\$67,029,549
Net Income/ <b>Loss</b>	\$64,299	\$17,975,468	\$18,740,101*	\$20,256,444*	\$4,867,345
Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

\*See items 29 and 30 in the Notes section below for further information regarding Ocean Charter's Proposition 1D Grant.

**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. Late Fees and Late Payments:**

Based on the CSD's review of the school's check register for the period spanning from March 2020 through February 2021, a sample of 20 transactions and 14 electronic credit/debit transactions were selected for further review. Based on the CSD's review of a sample of the school's invoices, checks, etc., the CSD noted that the invoices provided by the school referenced late fees, and/or past due amounts. These late fees and past due amounts, as reflected on the invoices, are summarized below.



Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Late Fee (or Finance Charges)	Transaction Description
1	500328	2/18/2021	12/31/2020	RED HOOK CAPITAL PARTNERS II LLC	\$21,990.18	N/A	12/20 - DEVELOPMENT FEE AND REIMB - PANAMA SITE PROJECT. REQ 75
2	500335	2/23/2021	2/16/2021	LOS ANGELES DEPT. OF WATER AND POWER	\$10,668.34	N/A	10/21/20-01/22/21 - ELECTRIC, WATER, SEWER CHARGES REQ 77
3	2002603	1/6/2021	10/26/2020	WELLS FARGO FINANCIAL LEASING, INC.	\$2,456.55	N/A	10/26/20-11/25/20 - COPY MACHINE LEASE
4	2002436	7/10/2020	6/24/2020	PROFESSIONAL MOVING COMPANY	\$14,000.00	N/A	6/22-06/26/20 - MOVING SERVICES
5	2002530	10/20/2020	9/15/2020	BAMKO - PUBLIC IDENTITY	\$6,082.19	N/A	(90) ADULT HOODIES, (90) KIDS HOODIES - OCS SPIRIT WEAR.
6	2002612	1/14/2021	12/30/2020	EIDE BAILLY LLP	\$8,500.00	N/A	FY19/20- AUDIT SERVICES
7	2002651	2/18/2021	12/5/2020	SYNCHRONY BANK/AMAZON	\$2,609.82	N/A	ACER C720 CHROMEBOOK
8	2002634	2/9/2021	1/15/2021	School Employee	\$847.26	N/A	REIM: CLASS MATERIALS FOR JAPANESE PROGRAM
9	2002470	9/11/2020	8/31/2020	FRONTIER COMMUNICATIONS- 5511	\$2,352.35	N/A	8/7/20-9/6/20 - PANAMA INTERNET SET-UP/1ST BILL FOR ETHERNET INTERNET ACCESS.
10	2002647	2/9/2021	1/13/2021	SEMA, INC.	\$1,125.19	\$44.52	10/13-11/12/2020 - SHARP COPIER LEASE
11	2002618	1/29/2021	12/31/2020	FRONTIER COMMUNICATIONS- 0373	\$1,800.00	N/A	12/7/20-1/6/21 - INTERNET SERVICES - PANAMA
				<b>Total</b>	\$72,431.88	\$44.52	



Page 11 of OCS’ current fiscal policies states: “Policy: The Executive Director must approve all invoices. Any non-budgeted invoice over \$5,000 must also receive approval from a member of the Board. The following procedures will be performed either manually or electronically.

Procedures:

- The Business Manager will open and review invoices and bills and will notify the Executive Director of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the staff will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Business Manager will code invoices to the correct budget line.
- Invoices are then routed to the Executive Director for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, LLC, and LLP) providing a service, the Business Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to BSP.
- BSP will review the invoice for sufficient supporting documentation; verify the coding, and process payment.”

As a result of this observation, Ocean Charter’s Executive Director advised the CSD that: “Due to Covid related adjustments to regular school operations procedures, receiving and processing invoices was delayed after March 12, 2020 due to a transition where OCS admin staff transitioned to working at home with no prior notice. This created a gap in free flow of direct access to the collaborative working environment and normal operating procedures. Adjustments were made to picking up mail, receiving invoices, access and direct communication between staff members, which impacted the timely flow of normal business operations. OCS maintained compliance to FPP’s however on several occasions timing in doing so was effected and resulted in delays. The plan of action has been to resume working in the collaborative working environment, in-person at school. And to have the new OCS mailing address updated with USPS and not have the technology and logistical obstacles of Covid conditions working remotely from home.”

The CSD recommends that the school revise its fiscal policies and procedures to include written guidance regarding the timely payment of invoices. The CSD also recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring late fees in the future.

The CSD will monitor the issue referenced in the “Other Observations” section of this report through oversight. 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 Ocean Charter offering STRS, PERS, 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 \$4,415,798 and total expenditures equal \$5,877,966. Therefore, the school's cash reserve level is 75.12%, 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. According to Ocean Charter's 2019-2020 Audited Financials (Note 5), during 2018-2019, the organization acquired a line of credit in the amount of \$1,300,000 from Hanmi Bank with the interest rate of 6.25%. Accrued interest and principal are due at maturity on July 7, 2020. According to (Note 9 – Subsequent Events), on November 3, 2020, the organization changed the terms of the agreement on the line of credit with a new maturity date of October 3, 2021, and interest rate of 4.25%. Per Ocean Charter's back office services provider firm (ExED), this credit line is used for either operating purposes and/or construction project purposes (if needed); the school has made no draws from this credit line during Fiscal Year 2020-2021. The supporting documentation provided to the CSD consists of a copy of the Change in Terms Agreement dated November 3, 2020.
14. Reviewed the following 20 checks (and 14 electronic credit/debit transactions). The CSD's observations were noted under the Other Observations section above.
  - a. Check numbers (Hanmi Bank Checking Account Ending in X4749): 500322, 500328, 500335, 500337, 500343, 2002383, 2002436, 2002470, 2002530, 2002549, 2002586, 2002603, 2002612, 2002618, 2002634, 2002643, 2002647, 2002651, 2002677, and 2002680.
  - b. Reviewed 14 credit/ (**debit**) transactions [transaction dates and amounts] (California Credit Union Account Ending in X4749) for the months of September 2020 through February 2021 for sample testing. The transaction descriptions are: (1) 9/2/2020 – \$572.50; (2) 9/2/2020 – (**\$20.00**); (3) 9/3/2020 – \$48.60; (4) 9/11/2020 – (**\$5,497.91**); (5) 9/30/2020 – (**\$40,914.67**); (6) 10/1/2020 - \$300.00; (7) 10/13/2020 \$140.22; (8) 11/3/2020 \$18,080.84; (9) 11/6/2020 – (**\$7,700.00**); (10) 11/20/2020 - \$97.50; (11) 12/3/2020 – (**\$2,125.01**); (12) 12/14/2020 - \$420.81; (13) 12/16/2020 – (**\$40,000.00**); and (14) 12/23/2020 – \$1,440.00.



15. Reviewed credit card statements from September 2020 through February 2021. Selected the months of September 2020, December 2020 and January 2021 for sample testing. No discrepancies were noted.
  - a. California Credit Union Credit Card Ending in X0677 (Director)
  - b. California Credit Union Credit Card Ending in X3712 (Executive Director)
16. Reviewed bank statements and bank reconciliations from September 2020 through January 2021. Selected the months of September 2020 through January 2021 for sample testing. No discrepancies were noted.
  - a. California Credit Union Checking Account Ending in X1368 (Checking Account)
  - b. ING Direct (Capital One) Account Ending in X3459 (Savings Account)
  - c. Hanmi Bank Account Ending in X4749 (Operating Account)
  - d. Hanmi Bank Account Ending in X4838 (Prop 1D Checking Account)
  - e. Hanmi Bank Account Ending in X5222 (Prop 1D Checking Account)
17. A Segregation of Duties (SOD) review was conducted remotely at Ocean Charter via videoconference. No discrepancies were noted
18. Equipment inventory was provided.
19. 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.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
24. 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.
25. Pursuant to AB 1871, a signed written statement that indicates that Ocean Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
26. Ocean Charter School 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 are variances: 1) (\$644,980) in current liabilities; 2) \$645,001 in long-term liabilities; and 3) \$248,174 in total revenues and total expenditures. The school's back office services provider firm (ExED), attributed the decrease in current liabilities and the increase in long-term liabilities to the Ocean Charter auditor's reclassifying: 1) The PPP Loan as a "Refundable Advance" in current liabilities; and 2) the reclassification of the line of credit for \$1,300,000 from current liabilities to long-term liabilities, resulting in the net effect of a decrease in current liabilities of (\$644,980) and an increase in long-term liabilities of \$645,001 as noted in 1) and 2) above; 3) The increase in total revenues of \$248,174 was attributed to additional STRS-related contributions recognized in the audited financials (offset with the related increased expenses); and 4) The increase in total expenditures was primarily attributed to the STRS "on-behalf contributions" (per the school's 2019-2020 audit).
28. LAUSD has determined that, as of the date of this report, the charter school owes \$1,128,491.00 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of \$415,134.72, \$354,575.75, and \$485,447.16 for Fiscal Years 2016-2017, 2017-2018, and 2018-2019, respectively, less payments of \$36,666.63). As such, the school indicated that it has accrued for the amounts owed on its books. As noted above, Ocean Charter's fiscal condition is positive and indicates the school's ability to fully pay the \$1,128,491.00 in invoiced Proposition 39 over-allocated space reimbursements. The CSD will continue to monitor this matter through oversight.



29. Based on the school’s 2019-2020 audit report (and, according to the school), during the fiscal year ended June 30, 2012, the Charter School was awarded \$7,543,549 in Charter School Facilities Program funding established by Proposition 1D. During the fiscal year ended June 30, 2018, the Charter School was awarded an additional \$28,521,085 Facilities Program funding established by Proposition 1D. The balance of \$10,300,000\*\* in long-term obligations represents one-half of the costs incurred for the Charter School's approved Proposition 1D project. The site improvements made under the guidelines of the Proposition 1D award are being accounted for as Land and Work in Progress. Current provisions allow the Charter School to be on the title "in trust" through the State of California and the District, "in trust" being in name only with no property rights attached.

\*\* Per Ocean Charter’s 2019-2020 independent audit report, the balance of the school’s long-term obligations (as of June 30, 2020) was \$11,600,000.

The provisions of Proposition 1D allow Ocean Charter to defer its loan payments until one year after it occupies its new school site. Per Ocean Charter, on January 9, 2018, the school initiated construction on its new school site, and reached substantial completion on April 1, 2021 with ongoing final inspections and punch list work. Accordingly, Ocean Charter’s repayment of its loan from the California School Finance Authority (CSFA) would commence in October 2022. The school estimated the total construction cost of this project at \$77,422,000.

Per ExED, Ocean Charter received its fourth and final disbursement of augmentation funds in the amount of \$5.2M (in August 2020), which brings the total augmentation funds received to date to \$41,357,427. ExED stated: “Out of the \$56.9M construction contract budget, Ocean has spent/paid for \$53.5M in costs applied to the construction contract through February 2021.”

30. The 2019-2020 audited and unaudited actuals do not mirror each other. ExED provided the following explanations for the significant variances between Ocean Charter’s 2018-2019 Audited Actuals and its 2019-2020 Audited Actuals Report:

- a. A variance of **(\$13,153,518)** in Cash and Cash Equivalents was primarily due to the Panama Construction project income from revenue sources such as Prop 1D and LAUSD Augmentation funds. The cash variance between 2018-2019 audited financials and the 2019-2020 audited financials was attributed to the 2018-2019 audit report, which had restricted cash and operating cash broken out separately while the 2019-2020 audit had all cash under one line item.
- b. A variance of **(\$13,073,221)** in Current Assets was primarily due to the change in Cash and Cash Equivalents discussed above.
- c. A variance of 20,119,559 in Fixed and Other Assets was primarily due to work in progress relating to the Panama Construction project. The CSD was advised that all Panama Construction project-related expenditures were coded as work in progress, as part of the school’s Fixed and Other Assets.
- d. A variance of \$7,046,338 in Total Assets was primarily due to the variances mentioned above under Current Assets and Fixed and Other Assets.
- e. A variance of **(\$14,510,106)** in Current Liabilities was primarily due to the decrease in the deferred revenue. The CSD was advised that, as Proposition 1D and augmentation revenues were recognized/earned, deferred revenues were reduced.
- f. A variance of \$1,300,000 in Long-Term Liabilities was primarily due to the line of credit reclassification from Current Liabilities.
- g. A variance of \$1,223,597 in Total Revenue was primarily due to the recognition of augmentation funds.
- h. A variance of **(\$292,746)** in Total Expenditures was primarily due to the school closure in March 2020.

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

N/A



**Fiscal Operations Rubrics**

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

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

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





<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871));</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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

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.

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

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>