



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2014-2015 SCHOOL YEAR

FOR

CITIZENS OF THE WORLD HOLLYWOOD

Name of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all 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, and commitment.
- Employing authentic and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



Charter School Name:		Citizens of the World Hollywood		Location Code:	2160	
Current Address:			City & Zip:		Phone:	Fax:
1316 N. Bronson Avenue			LA	90028	323-464-4292	
Current Term of Charter:				Board District:	Educational Service Center:	
July 1, 2010 to June 30, 2015				4	West	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Per Charter:		Grades Currently Served:		
402	660	K-8		K-5		
Total Number of Staff Members: 61		Certificated:	23	Classified:	38	
Charter School's Leadership Team Members:		Marissa Berman, Principal; Kimberly Balcomb, Assistant Principal; Jana Reed, Interim Executive Director				
Charter School's Contact for Special Education:		Kimberly Balcomb				
CSD Assigned Administrator:	Dana K. Edlis		CSD Fiscal Manager:	Joanne Vu		
Other Participants/CSD Member(s):	Ruben Diaz					
Oversight Review Date:	October 2, 2014		Fiscal Review Date:	October 2, 2014		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes		LAUSD Co-Location Campus (if applicable):	LeConte MS		

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



CHARTER RENEWAL CRITERIA

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

Renewal Eligibility: To be eligible for renewal, the school must meet the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b). Specifically, schools seeking to renew in 2014-15 must meet at least one of the following criteria:

PREVIOUS THREE YEARS		
2011-12	2012-13	2013-14
NOT AVAILABLE	YES	NOT AVAILABLE
NOT AVAILABLE	YES	NOT AVAILABLE
NOT AVAILABLE	YES	NOT AVAILABLE

CRITERIA 1: Attained 2012 and 2013 Growth API targets, school wide and for all numerically significant subgroups.

CRITERIA 2: Ranked in deciles 4 to 10 in the most recent API State Rankings (2013), or in two of the last three years (2011-2013).

CRITERIA 3: Ranked in deciles 4 to 10 in the most recent API Similar Schools Rankings (2013), or in the last three years (2011-2013).

CRITERIA 4: (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school District in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

- (i) Documented and clear and convincing data.
- (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
- (iii) Information submitted by the charter school.

NOTE: If a charter school anticipates it will be seeking to demonstrate renewal eligibility under section 47607 (b)(4), it is important that the charter school works collaboratively with the assigned CSD administrator to identify and share appropriate sources of data and other evidence relevant to making this determination.

Renewal Recommendation: Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. Ed. Code §§ 47607(a); 47605(b). The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” 5 CCR § 11966.4. Accordingly, the District’s process for determining a renewal recommendation includes the following:

- Determination whether the charter school meets the minimum academic performance criteria for renewal eligibility (Ed. Code § 47607(b));
- Analysis of the school’s academic performance data to determine whether and to what extent the school has produced increases in academic achievement for all numerically significant subgroups of students served by the charter school (Ed. Code § 47607(a)(3));
- Review of the charter petition to assess the soundness of the described educational program; ensure it contains the required affirmations; and ensure it contains reasonably comprehensive descriptions of 16 specific elements (Ed. Code § 47605(b)); and
- Assessment whether the petitioners are demonstrably likely to successfully implement the program, which includes review of the school’s record of past performance and future plans regarding academics, finances, and operations, as demonstrated in part by the results of annual Charter Schools Division oversight and the school’s achievement classification on the District’s School Performance Framework. (Ed. Code § 47605(b); 5 CCR § 11966.4.)

**DOCUMENT GUIDE**

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

- **Governance** – fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter public school, including its compliance with applicable law, policy and fulfillment of the charter as approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating academic achievement for all students
- **Organizational Management and Operations** – demonstrating effective leadership of the instructional 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 meeting regulatory requirements

The tool uses a four-point rubric to rate each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Ratings are based on information gathered at the time of the review. A school that earns a rating of (4) *Accomplished* is encouraged to submit to the CSD a summary of those promising practices that the school believes have contributed to its success. *Accomplished* schools' contributions to CSD's collection of promising practices will serve as a means of improving the learning opportunities for all LAUSD students.

The NOTES section may capture: 1) Areas of Demonstrated Strength and/or Growth; 2) Areas Noted for Further Growth and/or Improvement; and, if applicable, 3) Corrective Action Required, which are findings that represent a break with applicable law, LAUSD charter policy, or the approved charter. The charter school is obligated to take immediate steps to remedy the identified concern. CSD may also send appropriate notices to provide and document time-specific follow-up. As the authorizing agency, the District follows a "Tiered Intervention" approach when a charter school fails to perform or comply with law, policy, or approved charter. This approach involves notifying the school of specific issues and expecting a timely and appropriate response to each notice with supporting documentation.

Finally, this report is based on information gathered at the time of the annual oversight visit. Schools are expected to prepare for the visit and have available the documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below list key examples of information sources relevant to their respective indicators. Schools may present additional evidence on the day of the visit. CSD staff may request additional information and/or documentation as needed to conduct follow-up activities after the visit.



Annual Performance-Based Oversight Visit Report

GOVERNANCE	RATING
<p>Governance Rubrics:</p> <p><i>*If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a school cannot receive an overall score in this category greater than 1.</i></p> <p><i>*NOTE: The ratings and findings provided are based on information gathered at the time of the annual oversight visit to the charter school.</i></p>	4

Governance Quality Indicator #1 (G1): Evaluation of Leadership

The Governing Board has a system in place for the evaluation of school administrator(s) to ensure that:	
<ul style="list-style-type: none"> the school’s educational program yields high student achievement the school complies with all applicable legal requirements 	
Rubric	Sources of Evidence
Rating	<p>G1 (4): The G.B. has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School performance data reports <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Documentation related to leadership evaluation system <input type="checkbox"/> Other: (Specify)
<p>Areas of Demonstrated Strength and/or Growth</p> <ul style="list-style-type: none"> Based on a discussion with school leaders, the school leadership positions are evaluated annually. A system is in place whereby the Principal is evaluated by the Executive Director; the Assistant Principal is evaluated by the Principal. A leadership performance evaluation template was provided which embeds the following indicators: Academic Excellence (i.e. Common Core Assessment, CWC Academic Assessments, ELL and Subgroup Scores, Social Emotional Learning, Site Evaluations), Professional Practices (i.e. CWC Model, Develop Exemplary Faculty, Serve All Students, Data Driven Instructional Leadership), Community (i.e. Student, parent and staff community, external community), and Diversity (i.e. Student, Parent and Staff Diversity). 	



Governance Quality Indicator #2 (G2): Due Process

The Governing Board has a system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in the following areas to honor and protect the rights of students, employees, parents, and the public:

- student discipline
- employee discipline
- parent complaint resolution

Rubric		Sources of Evidence
Rating	G2 (3): The G.B. has a well-developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and employee discipline and parent complaint resolution	<input checked="" type="checkbox"/> Handbooks <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- Based on a review of documents and a discussion with school leaders, the school has a well-developed complaint procedure that is distributed to all parents at the beginning of the school year.
- The Parent Handbook contains information about student discipline, including rights of due process.
- The Employee Handbook and charter petition served as evidence of rights of employees.

Areas for Further Growth and/or Improvement

- The procedure for addressing concerns indicates that the Executive Director “will determine” if the issue needs to be taken to the Board of Directors. Please ensure that families are clear of their right to have their concern(s) heard by the Board of Directors.

Governance Quality Indicator #3 (G3): Staff Employment

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

- faculty and staff are credentialed, authorized and/or otherwise qualified for the positions for which they have been employed in accordance with the charter, applicable provisions of law, and the policies and directives of the charter school’s Governing Board
- 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 and monitors policies governing whether and under what circumstances the school may employ candidates with criminal convictions



Rubric		Sources of Evidence
Rating	G3 (4): The Governing Board has established and monitors comprehensive systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Board policies and procedures documentation <input checked="" type="checkbox"/> Teaching credentials <input checked="" type="checkbox"/> Criminal Background Certifications <input checked="" type="checkbox"/> Clearances and Credentialing Certification (NCLB Grid) <input checked="" type="checkbox"/> NCLB letter <input checked="" type="checkbox"/> Parent NCLB "Right to Know" letter <input type="checkbox"/> Other: (Specify)
<p><u>Areas of Demonstrated Strength and/or Growth</u></p> <ul style="list-style-type: none"> The oversight visit review of the school's policies and practices related to NCLB/DOJ clearances compliance revealed that faculty and staff are appropriately credentialed, the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and the Governing Board has established and monitors policies governing whether and under what circumstances the school may employ candidates with criminal convictions 		

Governance Quality Indicator #4 (G4): Brown Act

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board meeting agendas and supporting materials are maintained and posted, as appropriate, in accordance with the Brown Act

Rubric		Sources of Evidence
Rating	G4 (3): The Governing Board complies with most material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <input checked="" type="checkbox"/> Brown Act training documentation <input checked="" type="checkbox"/> Other: (Specify): CWC website

Notes:
 Documents available and reviewed at the time of the visit included board agendas and minutes from August 28, 2013 to June 18, 2014, a copy of the CWC Los Angeles Board Calendar, public comments cards from the community, materials available on-line (agendas, minutes, literature), financial dashboards and literature supporting each board meeting.



Areas of Demonstrated Strength and/or Growth

- Board Agendas and minutes include “Reasonable Accommodations for any Individual with a Disability.”
- Board minutes starting August 6, 2014 show the address of the location from which board members participating via teleconferencing.
- Board minutes include a description of the board items being discussed or taking action.
- Evidence of comment cards used by members of the community when addressing the board during public comments dated May 28, 2013 and August 28, 2013. Minutes dated June 3, 2014 include six (6) parents addressing the board during public comments.
- Based on a discussion with school leaders, the school provides access to the board meeting agendas and minutes to the public on-line.
- School leaders shared that board agendas are emailed to parents prior to the meetings.
- On the day of the visit, CWC leadership posted on-line the means by which the public can directly contact the board president by providing both his phone and email contact information.

Areas for Further Growth and/or Improvement

- To ensure compliance with the Brown Act, the school is encouraged to further develop board meeting agendas to ensure that the brief general description is sufficient to inform interested members of the public about the subject matter under consideration so that they can determine whether or not to participate in the meeting.
- Furthermore, effective January 2014, the vote of each board member must be clear to the public. The school board must ensure that each vote be clearly stated during the board meetings and clearly recorded on the minutes.
- Since teleconferencing appears to be a common way board members participate at CWC, consider finding ways to document that agendas are properly posted from the location the board member is calling.

Governance Quality Indicator #5 (G5): Organizational Structure

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

- Governing Board (composition, structure, roles and responsibilities)
- committees/councils
- school leadership

Rubric		Sources of Evidence
Rating	G5 (4): The Governing Board has fully implemented the organizational structure set forth in approved petition	<input type="checkbox"/> Board meeting agendas <input type="checkbox"/> Board meeting minutes <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Approved petition <input checked="" type="checkbox"/> Other: (Specify): Org chart



Areas of Demonstrated Strength and/or Growth

- The school provided evidence, through documentation of their organizational chart, that their organizational structure aligns to their approved petition.

Governance Quality Indicator #6 (G6): School Performance

The Governing Board has a system in place to ensure:

- review of academic and other school data and information, and uses it to ensure sound board decision-making for continuous improvement of student achievement, fiscal viability, and compliance, and to ensure school-wide excellence
- ongoing monitoring of the school’s implementation of the school’s LCAP action plans and progress toward LCAP goals

Rubric		Sources of Evidence
Rating	G6 (4): The Governing Board regularly monitors school performance and other data to inform decision-making	<input checked="" type="checkbox"/> School performance data and reports <input checked="" type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

Areas of Demonstrated Strength and/or Growth

- A review of board meeting agendas and minutes provided evidence that the Board reviews academic goals and progress on a quarterly basis. Board reviewed API/CST test results and diagnostic data (8/26/2013), Academic Excellence Report for second quarter (Dec 18, 2013), Third quarter academic excellence (4/23/2014), and review of goals for 2013-14 (July 18, 2014). Board minutes (May 28, 2014) show the board action prioritizing ELD programming.

Areas for Further Growth and/or Improvement

- Continue to find ways to document on the board minutes how the board reviews student achievement data for each CWC school, and how the board acts/responds based on the information reviewed.



Governance Quality Indicator #7 (G7): Fiscal

The Governing Board has a system in place to ensure:

- Board reviews and monitors the school’s budget and finances to inform and evaluate resource allocation and use consistent with the charter
- Board reviews and monitors its fiscal policies and procedures to ensure fiscal soundness and compliance

Rubric		Sources of Evidence
Rating	G7 (3): The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter	<input checked="" type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input type="checkbox"/> LCAP <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

Areas of Demonstrated Strength and/or Growth

- The governing board calendar, agendas, minutes and Financial Dashboards are reviewed on a monthly basis.
- Board minutes from the Feb. 26, 2014 meeting reveal the budget development process.
- Board minutes show the board adopting the 2014-15 budgets prior to June 30, as required by law.
- Please see Fiscal Operations.

Progress on LAUSD Board of Education Benchmarks within GOVERNANCE (if applicable):
None



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING
<p>Student Achievement and Educational Performance Rubrics: <i>* To be rated as an Accomplished school in this category, a charter school must have earned a schoolwide API score and a 3-year API average of at least 800. If this is not the case, then consideration of the appropriate rating for this category will begin at the Proficient level.</i> <i>** For schools without state standardized test data, rating will be based on internal assessments administered by the school.</i></p>	3

Student Achievement and Educational Performance Quality Indicator #1 (A1): API Growth Targets for Subgroups

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

- API Growth Targets for all subgroups (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)

Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: yellow; text-align: center;">Rating</td> <td>A1: No rating; data unavailable</td> </tr> </table>	Rating	A1: No rating; data unavailable	<input type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
Rating	A1: No rating; data unavailable		

Notes:
The State has not issued 2014 API Growth Targets data.

Student Achievement and Educational Performance Quality Indicator #2 (A2): API

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

- schoolwide API score
- 3-year API average

Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: yellow; text-align: center;">Rating</td> <td>A2: No rating; data unavailable</td> </tr> </table>	Rating	A2: No rating; data unavailable	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
Rating	A2: No rating; data unavailable		

Notes:
A 3-year average API report is not available for this school because the school did not have a valid API in each of the last three consecutive years.



Student Achievement and Educational Performance Quality Indicator #3: (A3): Similar Schools Rank

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> Similar Schools Rank (CDE) 		
	Rubric	Sources of Evidence
Rating	A3 (4): The Similar Schools Rank (CDE) is 8 or above	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
<p><u>Areas of Demonstrated Strength and/or Growth</u></p> <ul style="list-style-type: none"> The 2013 Similar Schools Rank is 9. 		

Student Achievement and Educational Performance Quality Indicator #4: (A4): Statewide Rank

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> Statewide Rank (CDE) 		
	Rubric	Sources of Evidence
Rating	A4 (4): The Statewide Rank (CDE) is 8 or above	<input checked="" type="checkbox"/> California Department of Education reports <input type="checkbox"/> Other: (Specify)
<p><u>Areas of Demonstrated Strength and/or Growth</u></p> <ul style="list-style-type: none"> The 2013 State Rank is 9. 		

Student Achievement and Educational Performance Quality Indicator #5 (A5): School Performance Framework (SPF)

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> LAUSD School Performance Framework (SPF) classification 		
	Rubric	Sources of Evidence



Rating	A5: No rating; data unavailable	<input type="checkbox"/> LAUSD's School Performance Framework report <input type="checkbox"/> Other: (Specify)
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Notes:
 1. The District has not issued SPF ratings for 2014.
 2. Due to the suspension in state testing (AB484), there is no data available for the 2014 School Performance Framework.

Student Achievement and Educational Performance Quality Indicators #6 (A6): AGT in English Language Arts

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

- Academic Growth over Time (AGT) results in English Language Arts (ELA)

Rubric		Sources of Evidence
Rating	A6: No rating; data unavailable	<input checked="" type="checkbox"/> LAUSD's Academic Growth over Time reports <input type="checkbox"/> Other: (Specify)

Notes:
 1. The District has not issued AGT outcomes for 2014.
 2. Due to the suspension in state testing (AB484), there is no data available for the 2014 AGT.

Student Achievement and Educational Performance Quality Indicators #7 (A7): AGT in Mathematics

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

- Academic Growth over Time (AGT) results in Mathematics

Rubric		Sources of Evidence
Rating	A7: No rating; data unavailable	<input type="checkbox"/> LAUSD's Academic Growth over Time reports <input type="checkbox"/> Other: (Specify)

Notes:
 1. The District has not issued AGT outcomes for 2014.
 2. Due to the suspension in state testing (AB484), there is no data available for the 2014 AGT.

Student Achievement and Educational Performance Quality Indicator #8: (A8): English Learner Reclassification

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

- English Learner reclassification rate



Rubric		Sources of Evidence
Rating	A8 (1): The school does not reclassify English Learners	<input checked="" type="checkbox"/> California Department of Education reports <input checked="" type="checkbox"/> Other: (Specify): Documentation from school

Notes: The rating reflects the State level reporting on English Learner Reclassification.

Areas of Demonstrated Strength and/or Growth

- The school has served a number of English Learners that is about the same as the median number served at District similar schools.
- According to the school, per EXED's corrections of reclassification data reported to the State, the schools reclassification rates in 2011, 2012, and 2013 were 15%, 10%, and 89% respectively.

Areas for Further Growth and/or Improvement

- The CDE reports that in 2011, 2012, and 2013 Citizens of the World Charter Hollywood had a 0% reclassification rate. School leaders acknowledge that reclassification data was inaccurately reported to the State. The school has since hired an independent accounting firm to ensure the state data correction processes through CALPADS are correctly administered to remedy the reporting errors. School shall implement reporting practices that ensure accuracy.

Student Achievement and Educational Performance Quality Indicator #9: (A9): Internal Assessment of Academic Achievement and Progress

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

- The school's internal assessments
- Other school academic achievement data, such as A-G completion and college acceptance rates

Rubric		Sources of Evidence
Rating	A9 (4): The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data	<input checked="" type="checkbox"/> Internal assessment reports <input type="checkbox"/> Other: (Specify)

Areas of Demonstrated Strength and/or Growth

- The school utilizes the Developmental Reading Assessment (DRA), Lucy Caulkins' Writer's workshop Tools, Words their Way Spelling Inventories and Foundations to assess in ELA at four intervals throughout the year. Additionally, the school administers NWEA three times a year to grades 2 and above.
- Math assessments are built into the curricular resources the school uses (TERC Investigations Curriculum, Everyday Math) along with teacher-created trimester assessments, Assessing Math Concepts in grades K-2 and NWEA MAP assessments for grades 2 and above.
- The school presented its 2014-15 Assessment Overview (and schedule) for Math, Reading, Writing, TFU Project Based Assessments, SEL, ELL and Smarter Balanced Common Core Assessments.



End of Year Data at CWC Hollywood, 13-14

Reading Assessment Results (based on DRA)

Fountas & Pinnell Levels

Kindergarten = 66			
Above	18	27%	
At	35	54%	
Below	13	19%	81% Adv. Proficient
First Grade = 66			
Above	23	35%	
At	28	42%	
Below	15	23%	77% Adv. Proficient
Second Grade = 66			
Above	45	68%	
At	9	14%	
Below	12	18%	82% Adv. Proficient
Third Grade = 69			
Above	37	54%	
At	12	17%	
Below	20	29%	71% Adv./Proficient
Fourth Grade = 69			
Above	24	35%	
At	23	33%	
Below	22	32%	68% Adv. Proficient
Whole School = 336			
Above	147	44%	
At	106	32%	
Below	83	24%	76% Adv./Proficient

- Based on the school’s data analysis results, the overall percentage of students who were performing at advanced or proficient levels in ELA was 69% at the beginning of the year, and grew to 76% by the end of the 2013-14 school year.
- In Mathematics, CWC Hollywood piloted the online Common-Core NWEA MAP assessment in grades 2-4. End of year results for the 2013-14 school year revealed that 74.6% of students performed at the advanced or proficient levels.

Areas for Further Growth and/or Improvement

- Continue to monitor, and address, subgroup achievement gaps, as you are with English Learners, to ensure that the instructional program is meeting the needs of all students.

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



ORGANIZATIONAL MANAGEMENT AND OPERATIONS	RATING
<p><u>Organizational Management and Operations Rubrics:</u></p> <p>* A school that does not have a Health, Safety, and Emergency Plan in place cannot receive an overall rating in this category greater than 1.</p> <p>* A school that has not conducted child abuse awareness training cannot receive an overall rating in this category greater than 1.</p> <p>* A school that has <u>any new staff</u> for the current academic year without criminal background (DOJ) clearance prior to employment cannot receive an overall rating in this category greater than 1.</p> <p>* A school with any teacher of the core instructional program who is not appropriately credentialed and assigned per legal requirements and the school's current and adopted charter cannot receive an overall rating in this category greater than 2.</p> <p>* NOTE: The ratings and findings provided are based on information gathered at the time of the annual oversight visit to the charter school.</p>	4

Organizational Management Quality Indicator #1 (O1): Evaluation of Staff

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

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

Rubric	Sources of Evidence
Rating	<p>O1 (4): The school has a highly developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</p>
	<p><input checked="" type="checkbox"/> School performance data reports</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

Areas of Demonstrated Strength and/or Growth

- According to school leaders, teachers are evaluated annually by school-site administrators.
- Document review provided evidence of a Teacher Proactive Framework of Academic Excellence Domains. This framework includes the following indicators: Plan (Lesson objectives, sequencing and scaffolding; constructivist planning, intentional and appropriate pedagogy, purposeful grouping, assessment design), Teach (communicate purpose of lesson, structure and pacing; directions and procedures, constructivist teaching, clarity and accuracy of content, challenge and engage all students; check for understanding, feedback to students, metacognition), Cultivate Learning Environment (high expectations; learning focused culture; routines and procedures, promoting student behavior, celebrating success and effort), and Reflect and Adjust (accountability; know your students; monitor student progress; data-driven instruction; continuous improvement and feedback from students). Teachers are also evaluated on Community and Diversity Domains and Indicators.
- Written feedback in the End-Of-Year Reflection identifies strengths/accomplishments and areas for further development.



Organizational Management Quality Indicator #2 (O2): Health & Safety

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> • for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • the school has a current site-specific comprehensive Health, Safety, and Emergency Plan • the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency • school staff receives annual training on child abuse awareness and reporting • school staff receives annual training on the handling of blood-borne pathogens 	
Rubric	Sources of Evidence
Rating	<p>O2 (3): 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</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate of Occupancy or equivalent <input checked="" type="checkbox"/> Health, Safety, and Emergency Plan <input checked="" type="checkbox"/> Evacuation route maps <input checked="" type="checkbox"/> Documentation of school emergency drills <input checked="" type="checkbox"/> Child abuse awareness training documentation <input checked="" type="checkbox"/> Blood-borne pathogens training documentation <input type="checkbox"/> Other: (Specify)

Areas of Demonstrated Strength and/or Growth

- Document review revealed that CPR and earthquake and Disaster Preparedness training occurred over the summer. Additionally, regional professional development agendas for First Aid, Blood borne pathogens and mandated reporting trainings.
- A tour of select classrooms provided evidence that classrooms are equipped with evacuations maps, backpacks with first aid provisions, and a clip board with student information.
- CWC updated their Health and Safety Plans for the 2014-15 School Year.
- The board-approved an “Exposure Plan for Blood Borne Pathogens” which describes health and safety procedures for hand washing, the use of gloves, clean-up and disinfection (including contacting the plant manager for assistance when appropriate), disposal of contaminated materials, and post-exposure procedures.

Areas for Further Growth and/or Improvement

- Continue to oversee and monitor the implementation of the additional health and safety measures recently adopted by the CWC Board.
- School leaders acknowledge that health screenings did not take place for the 2013-14 school years. However, the school made arrangements for screenings to occur and the beginning of the 2014 school year. Further, the school is arranging a fee for service (either with the District or TES) for vision, hearing and scoliosis screenings to occur annually by October 31.
- The school may want to consider relocating the kidney-shape tables and chairs in the hallway (used for instructional support) to ensure appropriate hallway



space in case of an emergency. At the time of the visit, school administrators assured CSD staff that evacuation routes utilized different hallways and thus, the placement of hallway furniture was not an impediment to the health and safety of students.

Organizational Management Quality Indicator #3 (O3): Implementation of the California Academic Content Standards

- The school has:*
- implemented the California academic content standards, including the Common Core State Standards (CA CCSS), to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
 - obtained WASC accreditation (high schools only)
 - implemented a system to monitor student progress toward A-G requirements (high schools only)
 - received UC/CSU approval of courses (high schools only)

	Rubric	Sources of Evidence
Rating	O3 (3): The school has substantially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> WASC documentation <input type="checkbox"/> UC Doorways course approval documentation <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- The school reports having a model, curriculum and assessment tools fully aligned with CCSS. Reader’s Workshop Common Core Curricular Plans and Writer’s Workshop Units of Study in Opinion, Information and Narrative (A Common Core Workshop Curriculum) are used, For math, TERC Investigations Curriculum, Everyday math and CGI are used to help students cultivate conceptual understanding of math through an inquiry based, hands-on approach. For social students and science, the school utilizes the Teaching for Understanding Unit model out of Harvard’s project Zero.
- In the 2014-15 school year, the school increased their technological resources in their SBAC preparedness, to include:
 - ↳ 88 Laptops
 - ↳ 16 classroom projectors
 - ↳ 16 document cameras
 - ↳ 17 iMac computers to be used by teachers to support instruction
 - ↳ 18 teacher laptops
 - ↳ 36 iPads loaned from LAUSD for Smarter Balance Testing
- Software programs to support CCSS learning includes NWEA MAP testing; Dream Box Learning; and Typing Pal.
- In 2013-14, the school piloted the online Common Core NWEA MAP assessment in grades 2-4. Results revealed that 74.6% of students performed at the advanced or proficient levels.



- The school has worked with curriculum specialists to refine their curriculum maps to ensure the school is covering the Common-Core standards across subjects at the right level of depth for all students, particularly in the area of math.
- The school presented a WASC Certificate of Accreditation verifying the school is accredited through June 30, 2015.

Areas for Further Growth and/or Improvement

- Based on classroom observations, student writing samples could benefit from reflecting the Common Core shift of citing sources.
- School is encouraged to increase opportunities for student-to-student academic discourse and the practice of explaining and justifying reasoning.
- Consider additional opportunities for technology-based instruction and student’s use of technology.

Organizational Management Quality Indicator #4 (O4): Implementation of Innovative Components of the Charter

The school has implemented the innovative components described in the charter

Rubric		Sources of Evidence
Rating	O4 (4): The school has fully implemented the innovative components of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- A workshop based model is used to provide small group instruction for differentiation and individualization.
- The school’s curriculum is grounded in educational theories of constructivism in which critical thinking and creativity are emphasized alongside standards and academic benchmarks. Classroom activities are designed to enable students to build skills to support student learning by revising and refining their understanding of what they already know.
- The school defines project-based learning as a curricular and pedagogical strategy that organizes students’ mastery of state standards and the core academic disciplines around projects. Thematically integrated problem-based units provide students with multiple ways to approach material and to participate and demonstrate learning.
- Using data to drive instruction is integral to the school’s program. Student progress is monitored through the administration of a suite of assessments in order to analyze trends of mastery and difficulty for individuals, groups of students and the class as a whole.

Areas for Further Growth and/or Improvement

- The school is encouraged to ensure that the management of unstructured class time maximizes learning opportunities for students.
- It was not always evident how students know how they are doing academically. Consider various ways for providing feedback to students and/or the posting of daily objectives that align with CCSS.



Organizational Management Quality Indicator #5 (O5): Meeting the Needs of All Students

The school:		
<ul style="list-style-type: none"> implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the needs of all students implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, progress monitoring, and reclassification) has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Rating	O5 (3): The school has substantially implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs	<input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Data reports <input type="checkbox"/> Other: (Specify)
Notes:		
<u>Areas of Demonstrated Strength and/or Growth</u>		
<ul style="list-style-type: none"> A workshop based model is used to provide small group instruction for differentiation and individualization. A tour of classrooms provided evidence of differentiation through small group instruction with Teachers and Teacher Assistants. Based on classroom observations, the school consistently uses visuals and colors to support different modalities of learning. The school utilizes an RTI model with 3 tiers of intervention, including SSTs. Based on document review and a discussion with school leaders, the school has developed a professional development series that targets instruction in the area of Sheltered Instruction Observation Protocol (SIOP). According to the school principal, for the school's Latino students (most of whom are ELs), curriculum development takes teachers through a more explicit stop of defining/documenting the language objectives that will be covered in each part of the unit plan, and in making vocabulary building more accessible. As part of the science curriculum in 4th and 5th grades, a literacy-rich program is being used that was developed for ELs and flexible small grouping has been expanded across classrooms so that students can receive targeted instruction. The school serves its gifted and talented students through the implementation of its project-based curriculum (with an emphasis on Gardner's multiple intelligences) and the school's constructivist instructional model which uses multiple strategies and structures (including workshop-based small group instruction) to provide differentiated learning to students who are performing at advanced levels. Dynamic grouping, flexible pacing of instruction, student-directed learning and individual investigations are some of the specific techniques teachers use to challenge high achieving students. Recently, the school reorganized aspects of their staff so that, as part of the Resource Specialist Program, a full time teacher is dedicated not only to students who receive RSP services but also to supporting other students needing further help as part of their RTI program. 		



Areas for Further Growth and/or Improvement

- Even though the school reports having no foster youth currently enrolled, the school is encouraged to have foster youth designee in place so that any future enrollees are provided immediate support aligned with your LCAP.
- Continue to monitor and strengthen strategies being utilized for differentiation to ensure that you meeting the learning needs of all students.
- While school leaders shared that ELD was a clear focus for the school, teacher interviews did not convey this. School leaders are encouraged to ensure that school initiatives are clear so that faculty is calibrated on incorporating targeted instruction strategies being emphasized.

Organizational Management Quality Indicator #6 (O6): Special Education

The school has a system in place to ensure that the school:

- provides Special Education programs and services in accordance with students’ IEPs and the terms of the Modified Consent Decree
- provides Special Education training for staff in accordance with requirements of the Modified Consent Decree
- reviews and completes the Special Education Self-Review Checklist annually
- maintains timely and accurate records in Welligent

Rubric		Sources of Evidence
Rating	O6 (3): The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Welligent reports <input checked="" type="checkbox"/> DVR documentation <input checked="" type="checkbox"/> Special education program documentation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- CWCH implements a pull-out/push-in method to provide services for students with special needs. The school employs two Resource Specialist Teachers (one full time, one part-time) who not only support the academic needs of the school’s SPED student population, but also collaborate with general education teachers to modify curriculum and differentiate instruction for students with disabilities.
- School leaders shared that they have implemented additional systems to ensure full compliance, including:
 - ↺ Creating private electronic calendars (with reminder notifications) that include due dates of all IEPs, SPED events and requests.
 - ↺ Holding IEPs earlier so that families have time to address concerns prior to the due date.
 - ↺ Initiating an earlier notification process for the scheduling of IEP meetings so that deadlines are not missed due to scheduling conflicts between members of the IEP team
 - ↺ Carefully documenting outreach and communication to parents
- This year, the school has increased its staffing support to include two full time staff members to support both the RSP and RTI programs.



Areas for Further Growth and/or Improvement

- While the school has organized an MCD team comprised of upper and lower grade teachers, RSP teachers and administrators, the school may benefit from having the team convene on a regular basis to monitor to progress of the school’s students with special needs.
- Based on the teacher focus group, teachers would like clear procedures for the process of referring a student for Special Education services/evaluations.
- Proficiency levels for students with IEPs reveal the need for greater supports to ensure student growth and academic achievement for all students.

Organizational Management Quality Indicator #7 (O7): School Climate and Student Discipline

The school has a school climate and student discipline system in place to ensure that the school’s practices:

- align with the principles of the Discipline Foundation Policy, including but not limited to, tiered intervention, alternatives to suspension, and school wide positive behavior support
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

Rubric		Sources of Evidence
Rating	O7 (4): 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	<input checked="" type="checkbox"/> Discipline and behavior support plans/policies <input checked="" type="checkbox"/> Positive behavior supports <input checked="" type="checkbox"/> School data reports <input type="checkbox"/> SST and/or COST documentation <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Other: (Specify)

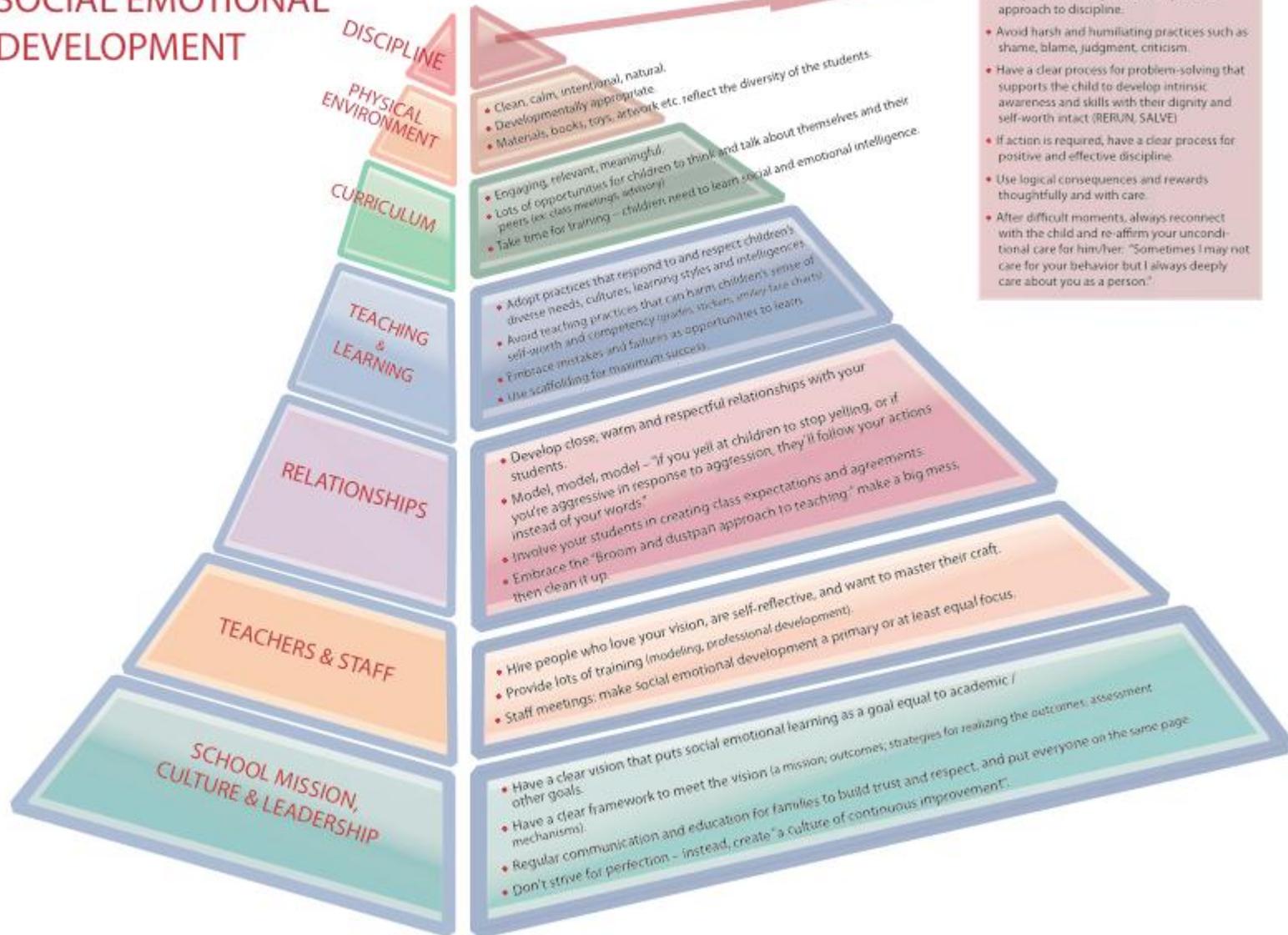
Notes:

Areas of Demonstrated Strength and/or Growth

- The school’s 2013-14 suspension rate of 0.3% serves as evidence that the school is achieving the goal to “educate students who can succeed academically and become a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.” According to school leaders, an essential part of the learning community is the social emotion aspect of learning. The pyramid below illustrates the school’s response to proactively build a peaceful school culture and how CWC Hollywood responds to misbehavior, discipline and consequences.
- Leadership reports aiming to have a discipline system that is focused on being rehabilitative, rather than solely punitive.



A FRAMEWORK FOR SOCIAL EMOTIONAL DEVELOPMENT



Discipline

- Study and commit yourself to a positive approach to discipline.
- Avoid harsh and humiliating practices such as shame, blame, judgment, criticism.
- Have a clear process for problem-solving that supports the child to develop intrinsic awareness and skills with their dignity and self-worth intact (RERUN, SALVE)
- If action is required, have a clear process for positive and effective discipline
- Use logical consequences and rewards thoughtfully and with care.
- After difficult moments, always reconnect with the child and re-affirm your unconditional care for him/her. "Sometimes I may not care for your behavior but I always deeply care about you as a person."



- The school utilizes tools and curricula to support a positive discipline model, such as Peacemaking, mindfulness, Connected and respected, Cool Tools and Responsive Classroom. Students are explicitly taught conflict resolution skills/strategies and anti-bullying techniques within the explicit time within the weekly schedule devoted to social emotional development. Through Family Council Meetings, Back to School Night and other parent meetings, families also have the opportunity to learn and develop skills related to conflict resolution.
- Teachers are responsible for the discipline in his/her classroom. To set up a positive and well-structured classroom, there are three types of language related to behavior management that all staff are asked to use when responding to misbehavior: 1) Positive reinforcement, 2) Reminding students of agreements/Red Rules, and 3) Redirecting.
- The school has maintained an impressive student discipline record of virtually no student suspensions, issuing only one suspension since 2010. Their low suspension rate is evidence that the mission, and school culture that drives the mission, is effective through a focus on social emotional aspects of learning. While the larger goal is to discourage misbehavior preemptively, when misbehavior does occur, the school uses missteps as opportunities for learning and reflection.

Organizational Management Quality Indicator #8 (O8): Professional Development

The school:

- has a school-wide professional development plan that supports the educational program set forth in the charter and targets identified needs
- provides faculty with professional development opportunities to improve instructional practice
- provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric		Sources of Evidence
Rating	O8 (4): The school has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Professional development plan(s) <input checked="" type="checkbox"/> Professional development documentation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Interviews with teachers <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- The school provides two weeks (10 days) of Professional Development for staff over the summer.
- Staff PD is provided every Wednesday (early release day). In addition, staff convenes by grade level during student enrichment thereby embedding an additional 80 minutes per week for planning time and data review/analysis.
- According to school leaders, an area of focus for professional development is ELD to provide “strategies for Teaching English Language (and all Learners)” to support teachers’ ability to write language objectives that support student language acquisition to access content; incorporate activities into lessons that build background knowledge and promote interaction and provide students with daily opportunities to practice and apply what they’ve learned. SIOP Strategies gallery walk was part of this professional development.



- In the 2014-15 school year, staff has begun a series of professional development trainings on the SIOP model.
- The school will continue with the work it began in 2013-14 with CGI by working as a staff and with curriculum specialists to ensure that math curriculum maps are robust and aligned with CCSS.
- UCLA is providing whole staff training on Cognitively Guided Instruction.
- The school has created a Professional Development Coordinator role for a Lead Teacher to help to develop, implement, monitor and evaluate PD for instructional staff throughout the year, and to work with school leaders to determine PD topics and priorities.

Areas for Further Growth and/or Improvement

- Based on an interview with teachers via a teacher focus groups, teachers requested differentiated professional development, and shared that teacher input should be considered in the selection of curriculum.

Organizational Management Quality Indicator #9 (O9): Stakeholder Communication and Involvement

The school has a system in place to ensure that the school:

- engages in communication that notifies parents 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 parents/guardians/students with accessible and relevant information about individual student progress and school-wide academic 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 with meaningful opportunities for involvement that are consistent with applicable law and the school’s charter

Rubric		Sources of Evidence
Rating	O9 (4): The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Board meeting agendas and materials <input checked="" type="checkbox"/> Board meeting minutes <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> LCAP <input type="checkbox"/> Other: (Specify)

Notes:

Areas of Demonstrated Strength and/or Growth

- The school publishes a weekly CWC Hollywood bulletin to provide updates, information and opportunities for parent involvement.
- Based on document review, the Board is comprised of 5-11 Directors; 3 of these Directors are elected parent representatives. The school’s Principal’s Council is another opportunity for parent engagement as a site-based advisory committee.
- According to binder review, school-based committees are formed to take action on specific needs of the school community, such as Beautification and Gardening; Facility and Safety; Community Partnerships and Fun, and Fundraising, Outreach and Cultural Bridge.



- Opportunities for parent engagement also include classroom volunteers, parent education nights and coffees, cafecitos with the principal and family council (to engage parents in discussion, problem-solving and action planning on needs/concerns important to the school community).
- School leaders shared that a parent education coordinator oversees the creation and implementation of parent educational opportunities throughout the year.
- The principal provided information that parent education efforts this year will be aimed at developing more events and providing more accessible and translated resources for Spanish speaking families. For example, the school is creating, for the first time, English as a Second Language resource night.
- The school has a clear “dispute resolution process/filing a formal complaint” to address and resolves concerns and complaints with tiered level of support that elevates to the Principal, Executive Director and Board of Directors.

Areas for Further Growth and/or Improvement

- The procedures for addressing concerns indicates that the Executive Director “will determine” if the issue needs to be taken to the Board of Directors. School shall ensure families are clear of their right to have their concerns heard by the Board of Directors.
- Teachers interviewed at the time of the visit shared that the school could benefit from having leadership provide clearly defined roles and responsibilities for staff. They further suggested that school operations should be clear and fully in place.

Organizational Management Quality Indicator #10 (O10): Clearances and Credentialing Compliance

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

- all teaching staff are fully credentialed and appropriately assigned as authorized by their credentials
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) clearances, prior to the provision of service, and keeps all clearances current

	Rubric	Sources of Evidence
Rating	O10 (4): 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	<input checked="" type="checkbox"/> Teaching credentials <input checked="" type="checkbox"/> Criminal Background Certifications <input checked="" type="checkbox"/> Clearances and Credentialing Certification (NCLB Grid) <input checked="" type="checkbox"/> NCLB letter <input checked="" type="checkbox"/> Parent NCLB “Right to Know” letter <input type="checkbox"/> Other: (Specify)



Notes:

Areas of Demonstrated Strength and/or Growth

- Based on the review of Binder #1 and conversations with school-site leaders, it is evident that there are systems and procedures for ensuring teaching staff are fully credentialed and appropriately assigned according to their credentials. For any staff not HQ per NCLB, evidence was provided that the appropriate parent notifications were sent. In addition, the school has obtained all necessary employee and vendor clearances, including criminal background and (TB) clearances, prior to employment.

Progress on LAUSD Board of Education Benchmarks within ORGANIZATIONAL MANAGEMENT AND OPERATIONS (if applicable):

FISCAL OPERATIONS	RATING
<p>I. You have met all the rubric’s required criteria to receive a Proficient rating.</p> <p>II. You have met these items in the rubric listed under Supplemental Criteria (based on 2013/2014 Audit Report):</p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures 2. The most current audit shows no deficiencies. 3. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities) 4. Requests for information are processed timely 5. A comprehensive website provides at a minimum six of the following fiscal items: <ol style="list-style-type: none"> a) Current board approved financial reports b) Board member information and meetings c) Student handbook d) Administration/school contact e) School calendar f) Approved petition 6. Board selects audit firm, acceptable if the audit firm is under a multi-year contract 7. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting 8. Board reviews fiscal reports submitted to LAUSD 9. There is no apparent conflict of interest 10. Board approved LCAP posted on the website 	<p>3</p>

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

The Citizens of the World Hollywood Elementary School, Charter #1200, the grade configuration is K – 5. The school operated by Citizens of the World (CWC) Los Angeles, it is affiliated with Citizens of the World Charter Schools (CWCS), a separate 501(c)(3) organization that is developing a national network of Citizens of the World Schools. CWCS is not involved in the direct management or operations of CWC Los Angeles. The school opened in 2010/11.

III. Areas of strengths:

- Per Audit Reports - The school is showing positive net assets; Positive net income two out of three years.
 1. Net assets:
 - a. 2013/2014: \$439,462
 - b. 2012/2013: \$432,014
 - c. 2011/2012: \$458,919
 2. Net income:
 - a. 2013/2014: \$237,850
 - b. 2012/2013: **(\$26,905)**
 - c. 2011/2012: \$240,066

IV. Areas for Improvement:

Segregation of duties interview was done at Citizen of the World Hollywood from CWC CMO. It was done in the areas of cash receipts and deposits, bank checks and authorization, credit card usage and approval, purchasing and receiving goods. School demonstrated adherence to the School Fiscal Policies. Except for eleven Expense Report/Reimbursement forms. It was noted that none of them has approval signature for the reimbursements. It does not adhere to the approval process stated in school fiscal policy.



2160		2011-12					2012-13					2013-14				
Citizens of the World Charter Hollywood	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		242,506	7,042	200,238	200,238		7,923	15,129	39,390	30,976		31,697	31,470	179,829	179,900	
Current Assets		643,274	483,185	545,989	545,989		734,701	631,409	595,461	587,045		510,767	513,675	602,588	602,659	
Fixed Assets		17,214	1,909	1,325	1,325		530	530	528	528		285	285	285	284	
Total Assets		660,488	485,094	547,314	547,314		735,231	631,939	595,989	587,573		511,052	513,960	602,873	602,943	
Current Liabilities		318,902	54,982	88,395	88,395		149,946	165,836	155,560	155,559		54,372	35,448	163,410	163,481	
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0	
Total Liabilities		318,902	54,982	88,395	88,395		149,946	165,836	155,560	155,559		54,372	35,448	163,410	163,481	
Net Assets		341,586	430,112	458,919	458,919		585,285	466,103	440,429	432,014		456,680	478,512	439,462	439,462	
Total Revenues	1,886,976	1,974,716	2,019,147	2,059,488	2,059,490	2,195,004	2,389,041	2,286,880	2,278,242	2,305,993	3,013,587	3,006,583	3,056,653	3,087,227	3,125,713	
Total Expenditures	1,871,791	1,851,566	1,807,888	1,819,424	1,819,424	2,190,401	2,262,675	2,249,696	2,296,732	2,332,898	3,000,463	2,981,918	3,010,155	3,079,778	2,887,863	
Net Income / (Loss)	15,185	123,150	211,259	240,064	240,066	4,603	126,366	7,184	(18,490)	(26,905)	13,124	24,666	46,498	7,448	237,850	
Reserves	0.00%	13.10%	0.39%	11.01%	11.01%	0.00%	0.35%	0.67%	1.72%	1.33%	0.00%	1.06%	1.05%	5.84%	6.23%	

2160		Audited Financials					2160		2014-15				
Citizens of the World Charter Hollywood	2010-11	2011-12	2012-13	2013-14	2014-15	Citizens of the World Charter Hollywood	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials		
Cash and Cash Equivalents	165,102	200,238	30,976	179,900	0	Cash and Cash Equivalents		0	0	0	0		
Current Assets	356,264	545,989	587,045	602,659	0	Current Assets		0	0	0	0		
Fixed Assets	10,244	1,325	528	284	0	Fixed Assets		0	0	0	0		
Total Assets	366,508	547,314	587,573	602,943	0	Total Assets		0	0	0	0		
Current Liabilities	41,936	88,395	155,559	163,481	0	Current Liabilities		0	0	0	0		
Long Term Liabilities	105,719	0	0	0	0	Long Term Liabilities		0	0	0	0		
Total Liabilities	147,655	88,395	155,559	163,481	0	Total Liabilities		0	0	0	0		
Net Assets	218,853	458,919	432,014	439,462	0	Net Assets		0	0	0	0		
Total Revenues	1,457,080	2,059,490	2,305,993	3,125,713	0	Total Revenues	3,871,716	0	0	0	0		
Total Expenditures	1,238,227	1,819,424	2,332,898	2,887,863	0	Total Expenditures	3,722,820	0	0	0	0		
Net Income / (Loss)	218,853	240,066	(26,905)	237,850	0	Net Income / (Loss)	148,896	0	0	0	0		
Reserves	13.33%	11.01%	1.33%	6.23%	#DIV/0!	Reserves	0.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		



Notes:

- a. Per Audit report for fiscal year 2013/2014:
 - i. Shows that Citizen of the World Regional Support Office – Los Angeles has no net assets.
 - ii. Type of auditors’ reports issued as unmodified, and no findings.
 - iii. No material weaknesses, no deficiencies
 - iv. CWC – Hollywood - Cash and cash equivalents reported in 2013/2014 audit report are \$179,900; The total expenditures: \$2,887,863. School’s cash reserve is above 5% recommended.
 - v. CMO’s cost was absorbed by three CWC schools. CWC Hollywood’s share is \$230,402. The cost was stated in the “Transfer in” from Statement of Activities.
 - vi. Note 10 – Operating Leases
CWC Hollywood renewed its lease agreement on April 1, 2013, with LAUSD to occupy Le Conte Middle School for the amount of \$121,214. The term of this agreement shall expire on June 30, 2014.
- b. All ratios are in the acceptable range.
- c. Education Account Protection (EPA) posted on website for Citizens of the World Hollywood: \$305,799
- d. Bank statements and bank reconciliation were reviewed from February 2014 to August 2014. No discrepancies noted
- e. Check register was reviewed. Checks requested to be reviewed: 1001159, 1001246, 1001315, 1001349, 1001359, 1001365, 1001367, 1001368, 1001374, 1001382, and 1001491. No discrepancies noted.
- f. Budget and cash flow for 2014/2015, balance sheet, and profit and loss statement for August 2014 were reviewed
- g. The fundraising was not held at the school location. Alcohol was provided at the fundraising by parents.
- h. Note 13 – Litigation – CWC Los Angeles has no outstanding claim or litigation

Progress on LAUSD Board of Education Benchmarks within FISCAL OPERATIONS (if applicable):

Fiscal Operations Rubrics

<p><i>A school that meets all of the required criteria and five of the Supplemental Criteria listed below would be assessed as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and seven of the Supplemental Criteria listed below would be assessed as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual audit on file with the Charter Schools Division <u>REQUIRED CRITERIA</u></p>	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual audit on file with the Charter Schools Division <u>REQUIRED CRITERIA</u></p>



A school that meets all of the required criteria and five of the Supplemental Criteria listed below would be assessed as Accomplished.

1. Net Assets are positive
2. The two most current audits show no material weaknesses, deficiencies and/or findings (only use the most current audit if only one audit is available)
3. All vendors and staff are paid in a timely manner
4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term
5. Charter school adheres to the Board-approved Fiscal Policies and Procedures
6. Board adopts annual budget
7. Board approves amendment(s) to the budget (*if applicable*)
8. Board receives the fiscal reports submitted to LAUSD (Preliminary Budget, First Interim, Second Interim, Unaudited Actuals, Annual Audit)
9. There is no conflict of interest
10. The EPA allocation and expenditures posted on the charter school website
11. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent
12. The charter school will have knowledge of the material differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other and when compared to the annual audit

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures
2. The Board approved LCAP is posted on the charter school website
3. The cash balance at the beginning of the school year is at least 5% of the prior year expenses
4. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)
5. Requests for information are processed timely
6. A comprehensive website provides at a minimum six of the following

A school that meets all of the required criteria and seven of the Supplemental Criteria listed below would be assessed as Proficient.

1. Net Assets are positive
2. The most current audit shows no material weaknesses
3. All vendors and staff are paid in a timely manner
4. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term
5. Charter school adheres to the Board-approved Fiscal Policies and Procedures
6. Board adopts annual budget
7. Board approves amendment(s) to the budget (*if applicable*)
8. EPA allocation and expenditures posted on the charter school website
9. The LCAP (update for existing schools) is submitted to LAUSD and the County Superintendent
10. The charter school will have knowledge of the material differences in the preliminary budget, first interim, second interim, and unaudited actuals when compared to each other and when compared to the annual audit

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses
3. The most current audit shows no deficiencies and/or findings
4. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)
5. Requests for information are processed timely
6. A comprehensive website provides at a minimum six of the following fiscal items:
 - a. Current board approved financial reports
 - b. Employee handbook
 - c. Student handbook
 - d. Salaries schedule/benefits/information



<p><i>A school that meets all of the required criteria and five of the Supplemental Criteria listed below would be assessed as Accomplished.</i></p>	<p><i>A school that meets all of the required criteria and seven of the Supplemental Criteria listed below would be assessed as Proficient.</i></p>
<p>fiscal items:</p> <ul style="list-style-type: none"> a. Current board approved financial reports b. Employee handbook c. Student handbook d. Salary schedules/benefits/information e. Budget development process f. Board member information and meetings (date, time, location) g. The most current approved petition h. Administration/school contact i. School calendar j. Enrollment policies and procedures k. Fiscal policies and procedures manual <ul style="list-style-type: none"> 7. Board selects audit firm, acceptable if the audit firm is under a multi-year contract 8. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting 9. Audited and unaudited actuals nearly mirror each other <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<ul style="list-style-type: none"> e. Budget development process f. Board member information and meetings (date, time, location) g. Approved petition h. Administration/school contact i. School calendar j. Enrollment policies and procedures k. Fiscal policies and procedures manual <ul style="list-style-type: none"> 7. Board selects audit firm, acceptable if the audit firm is under a multi-year contract 8. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting 9. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD 10. Board reviews fiscal reports submitted to LAUSD 11. There is no apparent conflict of interest 12. Board approved LCAP posted on the website <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i></p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p>	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual audit on file with the Charter Schools Division</p>



A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.

1. Net Assets are positive or net assets are negative with strong trend toward positive. Must be positive at the end of the third year, per applicable audit, and beyond.
2. All vendors and staff are paid in a timely manner
3. Board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term
4. Board adopts annual budget
5. EPA allocation and expenditures posted on the charter school website
6. Submit LCAP
7. Have an audit conducted annually by an independent auditing firm

SUPPLEMENTAL CRITERIA

1. The cash balance at the beginning of the school year is positive
2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities)
3. Board selects audit firm, acceptable if the audit firm is under a multi-year contract
4. Fiscal reports that may include balance sheet, income statement, budget to actuals and cash flow are presented to the board at each regular board meeting
5. Board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD
6. Board reviews reports submitted to LAUSD
7. There is no apparent conflict of interest
8. **Current** audit shows no material weaknesses, deficiencies and/or findings, acceptable if the audit contained no audit exceptions or deficiencies
9. Charter school adheres to Fiscal Policies and Procedures manual
10. Board approves any amendments to the budget
11. Board approved LCAP posted on the charter school website

Note: Other circumstances and information could influence the rating and

A school would be assessed as Unsatisfactory based on the statements below:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter board members lack fiscal capacity.

Note: Other circumstances and information can influence the designation of fiscally sound and will be noted in the evaluation.



<p><i>A school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed as Developing.</i> will be noted in the evaluation.</p>	<p><i>A school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the school has made significant adjustments in their operations to allow for the reduced income. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit is financially viable to support the school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than receipts c. Projected expenses and receipts have no significant variance from budget 5. Board fiscal review and analysis are done. The minutes reflect board involvement. 6. Board approved LCAP posted on the charter school website 7. EPA allocation and expenditures posted on the charter school website 8. Submit LCAP <p><u>Note:</u> A new school is one that does not have an 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>Note: Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school is given 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 or has provided a feasible financial plan to mitigate negative fiscal condition. The charter board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an 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>Note: Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p>.</p>

Fiscal Operations Quality Indicators

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Citizens of the World Hollywood

Annual Performance-Based Oversight Visit

DATE OF VISIT: **10/2/2014**

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

At the site visit the charter school provides the following reports:

- Financial reports presented to the Board at the last charter school board meeting
 - Balance Sheet
 - Income Statement (Statement of Activities)
 - Cash flow – to the end of current fiscal year and through next two fiscal years showing detailed sources of revenue and detailed expenditure lines



- Minutes of meetings when financial reports are presented to the board
 - Budget and approval of budget
 - Regular financial reports at regular board meetings
 - Financial reports to LAUSD (preliminary budget, first interim, second interim, unaudited actual, annual audit)
 - Presentation of the Charter School Annual Performance Evaluation report
- Fiscal Procedures Manual (approved by their board, provide minutes if during current year)
- Other items requested in the visitation letter
- Other relevant information

At the site visit the evaluator provides the following:

- Financial ratios and analysis
- Any confirmed complaints from vendors regarding late/non payments of debts
- Any reports from LAUSD staff of late submission of required reports
- Comparison of preliminary budget, first interim, second interim, unaudited actuals with the audit. Reports are used as management tools

4.1 Fiscal Soundness: *Determining the fiscal soundness of the charter school.*

<p><i>Existing Schools</i></p> <ul style="list-style-type: none"> • Current audit (notes, findings and material weakness, others) • Results of prior/current year financial ratios • Enrollment/ADA trends of the charter • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric 	<p><i>New Schools</i></p> <ul style="list-style-type: none"> • Compare current enrollment count with the projection in the PENSEC Report • Current total debt • Current grant awards/other revenue • Based on Interim reports/Unaudited Actuals, ratio of Total Cash to Total Projected Expense • Expense and Receipts compared to Budget • Results of current year financial ratios • Any confirmed complaints from vendors regarding late/non-payments of debts • Any reports from LAUSD staff of late submission of required reports • Refer to Rubric
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4.2 Budget: *Capacity of the charter school board to monitor the fiscal position of the charter school. Determination is made based on the minutes of board meetings.*

- The board adopts and approves a fiscal procedures handbook. Approved board policies are in place to monitor the implementation of the fiscal procedures.
- Minutes of board meetings record the board's regular review or approval of fiscal reports. Fiscal reports include balance sheet, income statement, budget to actual, and cash flow.
- Minutes reflect board's receipt, review or approval of the reports submitted to LAUSD. These reports are preliminary budget, first interim, second interim, unaudited actuals.
- Minutes reflect review and adoption of a budget plan for the school. The budget plan will cover the current year and the two coming years.
- Minutes reflect discussion and resolution of complaints received from vendors or staff.
- Minutes reflect selection of the audit firm.
- Minutes reflect discussion and resolution of audit exceptions and deficiencies that are resolved to the satisfaction of LAUSD.

RUBRICS*

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2014-2015

GOVERNANCE

Evaluation of Leadership

- G1 (4): The G.B. has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (3): The G.B. has a well-developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (2): The G.B. has a partially developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- G1 (1): The G.B. has a minimal or no system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

Due Process

- G2 (4): The G.B. has a highly developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (3): The G.B. has a well-developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (2): The G.B. has a partially developed system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution
- G2 (1): The G.B. has a minimal or no system in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in: Student and Employee discipline and parent complaint resolution

Staff Employment

- G3 (4): The Governing Board has established and monitors comprehensive systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- G3 (3): The Governing Board has established and monitors systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements

*This document contains the rubrics from the drop-down menus for the "Governance", "Student Achievement and Educational Performance", and "Organizational Management and Operations" sections of the *Annual Performance-Based Oversight Visit Report*. The rubrics for the "Fiscal Operations" section are included and visible within the report.

- G3 (2): The Governing Board has established some systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
- G3 (1): The Governing Board has established few or no systems and procedures to ensure staffing in compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements

Brown Act

- G4 (4): The Governing Board complies with all material provisions of the Brown Act
- G4 (3): The Governing Board complies with most material provisions of the Brown Act
- G4 (2): The Governing Board complies with some material provisions of the Brown Act
- G4 (1): The Governing Board complies with few material provisions of the Brown Act

Organizational Structure

- G5 (4): The Governing Board has fully implemented the organizational structure set forth in approved petition
- G5 (3): The Governing Board has substantially implemented the organizational structure set forth in approved petition
- G5 (2): The Governing Board has partially implemented the organizational structure set forth in approved petition
- G5 (1): The Governing Board has not implemented the organizational structure set forth in approved petition

School Performance

- G6 (4): The Governing Board regularly monitors school performance and other data to inform decision-making
- G6 (3): The Governing Board monitors school performance and other data to inform decision-making
- G6 (2): The Governing Board inconsistently monitors school performance and other data to inform decision-making
- G6 (1): The Governing Board seldomly monitors school performance and other data to inform decision-making

Fiscal

- G7 (4): The Governing Board regularly reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (3): The Governing Board reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (2): The Governing Board inconsistently reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter
- G7 (1): The Governing Board seldom reviews and monitors the school's fiscal policies and procedures for soundness and compliance, and its budget and finances to inform and evaluate resource allocation and use consistent with the charter

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

API Growth Targets for Subgroups

- A1 (4): The school has met API Growth Targets for all subgroups
- A1 (3): The school has met API Growth Targets for the majority of subgroups
- A1 (2): The school has met API Growth Targets for some subgroups
- A1 (1): The school has not met API Growth Targets for any subgroups
- A1: No rating; data unavailable

API

- A2 (4): The school-wide API and 3-year API average exceeds 800
- A2 (3): The school-wide API and/or 3-year API average is at or above 775
- A2 (2): The school-wide API and/or 3-year API average is at or above 700
- A2 (1): The school-wide API or 3-year API average is below 700
- A2: No rating; data unavailable

Similar Schools Rank

- A3 (4): The Similar Schools Rank (CDE) is 8 or above
- A3 (3): The Similar Schools Rank (CDE) is 6 or 7
- A3 (2): The Similar Schools Rank (CDE) is 5
- A3 (1): The Similar Schools Rank (CDE) is 4 or below
- A3: No rating; data unavailable

Statewide Rank

- A4 (4): The Statewide Rank (CDE) is 8 or above
- A4 (3): The Statewide Rank (CDE) is 6 or 7
- A4 (2): The Statewide Rank (CDE) is 5
- A4 (1): The Statewide Rank (CDE) is 4 or below
- A4: No rating; data unavailable

School Performance Framework (SPF)

- A5 (4): The School Performance Framework rating is Excelling
- A5 (3): The School Performance Framework rating is Achieving
- A5 (2): The School Performance Framework rating is Service and Support or Watch
- A5 (1): The School Performance Framework rating is Focus
- A5: No rating; data unavailable

AGT in English Language Arts

- A6 (4): The school's AGT in ELA is far above the District average
- A6 (3): The school's AGT in ELA is above the District average
- A6 (2): The school's AGT in ELA is within the District average range
- A6 (1): The school's AGT in ELA is below the District average
- A6: No rating; data unavailable

AGT in Mathematics

- A7 (4): The school's AGT in Math is far above the District average
- A7 (3): The school's AGT in Math is above the District average
- A7 (2): The school's AGT in Math is within the District average range
- A7 (1): The school's AGT in Math is below the District average
- A7: No rating; data unavailable

English Learner Reclassification

- A8 (4): The school reclassifies English Learners at a rate higher than the District average
- A8 (3): The school reclassifies English Learners at a rate similar to the District average
- A8 (2): The school reclassifies English Learners at a rate lower than the District average
- A8 (1): The school does not reclassify English Learners
- A8: No rating; the school does not currently serve any English Learners

Internal Assessment of Academic Achievement and Progress

- A9 (4): The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (3): The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (2): The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data
- A9 (1): The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data

ORGANIZATIONAL MANAGEMENT AND OPERATIONS

Evaluation of Staff

- O1 (4): The school has a highly developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (3): The school has a well-developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (2): The school has a partially developed system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements
- O1 (1): The school has a minimal or no system in place for the evaluation of school staff to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

Health and Safety

- O2 (4): 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
- O2 (3): 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

- O2 (2): 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
- O2 (1): 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

Implementation of the California Academic Content Standards

- O3 (4): The school has fully implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (3): The school has substantially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (2): The school has partially implemented the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served
- O3 (1): The school has minimally implemented, or not at all, the CA academic content standards, including the CA CCSS, to ensure student mastery, and progress towards mastery, of state standards applicable to the grade levels served

Implementation of Innovative Components of the Charter

- O4 (4): The school has fully implemented the innovative components of the educational program described in the charter
- O4 (3): The school has substantially implemented the innovative components of the educational program described in the charter
- O4 (2): The school has partially implemented the innovative components of the educational program described in the charter
- O4 (1): The school has minimally implemented, or not at all, the innovative components of the educational program described in the charter

Meeting the Needs of All Students

- O5 (4): The school has fully implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (3): The school has substantially implemented and monitors the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (2): The school has partially implemented the components of the charter's instructional program designed to address the learning needs of all students, including ELs
- O5 (1): The school has minimally implemented, or not at all, the components of the charter's instructional program designed to address the learning needs of all students, including ELs

Special Education

- O6 (4): The school has a highly developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree

- O6 (3): The school has a well-developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree
- O6 (2): The school has a partially developed system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree
- O6 (1): The school has a minimal or no system in place for full implementation and monitoring of its special education program in compliance with all requirements, including the Modified Consent Decree

School Climate and Student Discipline

- O7 (4): 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
- O7 (3): 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
- O7 (2): 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
- O7 (1): 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

Professional Development

- O8 (4): The school has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (3): The school has implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (2): The school has partially implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter
- O8 (1): The school has not implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter

Stakeholder Communication and Involvement

- O9 (4): The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (3): The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (2): The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- O9 (1): The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns

Clearances and Credentialing Compliance

- O10 (4): 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
- O10 (3): 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
- O10 (2): 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
- O10 (1): 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