



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

MATRIX FOR SUCCESS ACADEMY (2458)

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



Charter School Name:	Matrix for Success Academy (Matrix)			Location Code:	2458
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1. 1010 E. 34 th St. 2. 700 Wilshire Blvd, Suite 400	Los Angeles	90011 90017	(323) 897-5971	(323) 797-5049	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Region:		
July 1, 2018 to June 30, 2026		5	East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 270	
330	600				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 45%	
9-12	9-12				
Norm Enrollment Number:	246				
Total Number of Staff Members:	41	Certificated:	18	Classified:	23
Charter School's Leadership Team Members:	Richelle Brooks, Principal; Margret Woelke, Executive Director; Cesar Lopez, Founder / Executive Director; John Jay Garrett, Instruction and Curriculum Administrator; Brenda Esparza, Administrator				
Charter School's Contact for Special Education:	Loren Slack, Special Education Coordinator	SELPA & Option:		LAUSD Option 2	
CSD Assigned Administrator:	Brenda Martinez	CSD Fiscal Oversight Manager:		Dolores Mabini	
Other CSD Team Members:	Taylor Wichmanowski				
Oversight Visit Date(s):	May 6, 2025		Fiscal Review Date (if different):	NA	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	NA		LAUSD Co-Location Campus(es) (if applicable):	NA	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:	1. Occupancy Load: 280 2. Occupancy Load: 298 Grade Levels Unspecified	

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



SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	No Rating	3, Proficient	4, Accomplished

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

**GOVERNANCE****RATING*****Summary of School Performance****3, Proficient****Areas of Demonstrated Strength and/or Progress****G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM**

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I provided evidence that meetings of the school's governing board regularly include agenda items for updates and reports on budgets and other key aspects of school performance and operations, delivered by the organization's Executive Directors and school administrators. For example, board agendas and minutes from the May 21, 2024 meeting indicate that the board reviewed, discussed, and received a presentation on enrollment and attendance data.
- Folder I also included the board agenda dated February 20, 2024, which documented discussion of key governance topics, including Brown Act training, the LCAP mid-year review, and the School Safety Plan, among other items.
- Additional topics documented in the agendas from the last 12 board meetings included, but were not limited to, Human Resources and staffing updates, interim financial reports, vendor approvals, and spending plans.

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff

- Governance documentation in Folder I includes evidence that the school's governing board has established procedures for evaluating educational leaders. Additional supporting documentation includes the school's HR Policies and Procedures and Employee Handbook, which contains an embedded evaluation tool outlining the criteria and process for staff evaluation.
- Evidence provided indicates that each employee is scheduled to receive periodic performance evaluations conducted by their direct supervisor, with the initial evaluation to be completed by December 31 and any subsequent evaluations conducted by May 30. Evaluation standards include attendance, compliance with policies, safety practices, and knowledge of their job among other standards.
- Folder I also contained evidence of a teacher evaluation rubric that includes focus areas such as instructional planning, instruction and facilitation of learning, technology integration, and implementation of Positive Behavioral Interventions and Supports (PBIS).

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**☒ Not Applicable***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is “Not in Good Standing,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p> <p><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</p>	<p><input checked="" type="checkbox"/> Organizational chart in approved charter</p> <p><input checked="" type="checkbox"/> Organizational chart (current)</p> <p><input checked="" type="checkbox"/> Board member roster</p> <p><input checked="" type="checkbox"/> Bylaws (current)</p> <p><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</p> <p><input checked="" type="checkbox"/> California open meeting law training (Brown Act)</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>

**G2: DUE PROCESS**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures
<input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure
<input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s)
<input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s)
	<input checked="" type="checkbox"/> Observation of Governing Board meeting(s)
	<input checked="" type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Stakeholder focus group
	<input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G5: FISCAL CONDITION**

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>*For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY**

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes<input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances<input checked="" type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with leadership<input checked="" type="checkbox"/> Independent audit report(s)<input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024		No Performance Category
<p>Note: *This category receives “No Rating” because Matrix is an alternative school participating in the Dashboard Alternative School Status (DASS) program. A DASS school does not qualify for the High, Middle, or Low performance categories. As a DASS school, renewal consideration is based on the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served, in addition to the charter school's performance on the state and local indicators, pursuant to Education Code 47607(c)(7).</p> <p>The information below is provided as a status update on the alternative metrics established by LAUSD in consultation with the charter school.</p> <p>Status of School Performance on Alternative Metrics</p> <p>Alternative Metric 1: English Language Arts (ELA) as compared to CA DASS High School Median</p> <ul style="list-style-type: none">• The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2024 schoolwide ELA DFS (-136.8 DFS) is lower than the CA DASS High Schools Comparison Median (-128.4 DFS)• All of the school's numerically significant student groups scored lower than their respective CA DASS High Schools Comparison Medians (Status/DFS).<ul style="list-style-type: none">◦ The 2024 average DFS in ELA for the school's Latino student group (-135.1 DFS) is lower than the CA DASS High Schools Comparison Median (-130.8 DFS).◦ The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (-136.8 DFS) is lower than the CA DASS High Schools Comparison (-132.7 DFS). <p>Alternative Metric 2: Math as compared to CA DASS High School Median</p> <ul style="list-style-type: none">• The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2024 schoolwide Math DFS (-241.6 DFS) is lower than the CA DASS High Schools Comparison (-214.1 DFS).• All of the school's numerically significant student groups scored lower than their respective CA DASS High Schools Comparison (Status/DFS).<ul style="list-style-type: none">◦ The 2024 average DFS in Math for the school's Latino student group (-239.8 DFS) is lower than the CA DASS High Schools Comparison (-215.6 DFS).◦ The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-239.4 DFS) is lower than the CA DASS High Schools Comparison (-217.9 DFS)		

**Alternative Metric 3: ALL STUDENTS ENGLISH LEARNER PROGRESS (ELPI)**

- The schoolwide Dashboard ELPI Indicator performance color is Yellow. The school's 2024 percentage of English Learner students making progress towards English language proficiency (25.3%) is lower than the CA DASS High Schools Comparison (32.5%).

Alternative Metric 4: ALL STUDENTS GRADUATION RATE

- The schoolwide Dashboard Graduation Rate Indicator performance color is Red. The school's 2024 Graduation Rate (41.1%) is lower than the CA DASS High Schools Comparison (70.4%).

Alternative Metric 5: ALL STUDENTS SUSPENSION RATE

- The schoolwide Dashboard Suspension Rate Indicator performance color is Blue. The school's 2024 percentage of students suspended at least one day (0%) is lower than the CA DASS High Schools Comparison (3.2%).

Corrective Action Required

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

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

Notes:

The Performance Rubrics for Academic Indicators A1-A10, and A12 below are marked according to the charter school's performance as reported on the 2024 CA Dashboard and are provided for informational purposes only and do not contribute to a rating for the Student Achievement and Educational Performance category.

Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:

- ☒ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- ☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- ☐ Additional Targeted Support and Improvement (ATSI)
- ☐ Targeted Support and Improvement (TSI)
- ☐ No Status

**2024 LCFF Charter School Assistance Eligibility:**

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

For 2023-2024:

The school's percent of "At Risk" ELs is 3.1% as compared to the state's percent of 6.8%

The school's percent of "LTEs" is 31.1% as compared to the state percent of 10.6%

English Learner (EL) Reclassification:

As of the time of the issuance of this annual Performance-Based Oversight Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2023-2024 academic years. Please note that, depending on the release date of the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.

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

- ☒ Not Applicable

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

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

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

- California School Dashboard All Students ELA Indicator (CDE)

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

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

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

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

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

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

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

- California School Dashboard All Students Math Indicator (CDE)

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

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

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

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

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

**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

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

- California School Dashboard All Students ELPI (CDE)

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

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION**

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

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

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

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

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

Academic Progress Indicator (ELA): Choose an item.

Grade Levels: Click or tap here to enter text.

Assessment Administration: Choose an item.

95% Participation Met*: Choose an item.

Academic Progress Indicator (Math): Choose an item.

Grade Levels: Click or tap here to enter text.

Assessment Administration: Choose an item.

95% Participation Met*: Choose an item.

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

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

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



Postsecondary Indicators (high school only): School did not provide Postsecondary information.

Postsecondary Indicator: The school is not using a state identified data source (see notes below)

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

Notes: The charter school uses the Fulfillment Fund data source and internal tracking tools.

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

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p> <p><input checked="" type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Science Indicator</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

**LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)*****The CSD reviewed the Local Control and Accountability Plan.***

All requested template information and descriptions were provided:	Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables <input checked="" type="checkbox"/> Instructions	<input checked="" type="checkbox"/> Local Control and Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes
Notes: None	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS		RATING*
Summary of School Performance		3, Proficient
<u>Areas of Demonstrated Strength and/or Progress</u>		
O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM		
The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served		
<ul style="list-style-type: none">• School leaders highlighted key features of the school including Social Emotional Development; Personalized Approach; and Small Learning Communities. Review of documentation in Folder III, discussions with school leaders, and classroom observations included evidence of implementation of these key features (including, but not limited to, Success Seminars and Summative Assessments).• Documentation in Folder III also included evidence that the school has implemented an educational program appropriate to serving students in grade 9-12 including, but not limited to, UC Doorways course approval documentation, evidence of WASC accreditation through June 30, 2029, and Graduation Requirements Policy.• The school also provided professional development materials related to the school’s key features (e.g., Culture and Expectations, Improving Student Experiences, and Community Building)		
O3: SPECIAL EDUCATION		
The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records		
<ul style="list-style-type: none">• The school uses a shared digital binder that provide general education teachers with real-time access to student-specific accommodations and supports to inform lesson planning and collaboration• The school holds weekly Special Education (SPED) department meetings to review academic progress, behavioral and social-emotional concerns, and ensure appropriate service delivery for students with disabilities. These meetings include analysis of the Welligent SER 300 service provision report to monitor the implementation of related services• The SPED team conducts regular professional development for general education teachers, focused on IEP implementation, student-specific needs, and instructional accommodations• At the time of the oversight visit, a review of the Welligent Service Provision Report, SER 300 Report, and the IEP Completion Master Calendar indicated that the school has a general awareness and compliance with applicable timelines for IEP meetings and provision of services.		
O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT		
The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements		
<ul style="list-style-type: none">• Review of documentation in Folder III included evidence of stakeholder consultation and parent/stakeholder involvement opportunities and engagement including, but not limited to, Back to School, Coffee with the Principal, Parent/Student Workshops and Express Yourself through Art		



- Review of documentation in Folder III, including but not limited to agendas/minutes of meetings of the school's School Site Council (SSC) and English Learner Advisory Council (ELAC), included evidence that these committees meet regularly. Agendas and minutes for these meetings are presented in English and Spanish.
- Review of documentation in Folder III and discussion with school leaders included evidence that all legally mandated topics have been covered by the school's ELAC or SSC for the 2024-2025 school year.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes: None

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

☒ Not Applicable

***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

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

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input checked="" type="checkbox"/> WASC Accreditation Notification Letter <input checked="" type="checkbox"/> UC Doorways course approval <input checked="" type="checkbox"/> Graduation Requirement/Policy <input checked="" type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input checked="" type="checkbox"/> College acceptance and enrollment rates

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS***The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies
<input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day
<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Student Group data analysis
<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Professional Development documentation
	<input checked="" type="checkbox"/> Classroom/site Observation
	<input checked="" type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Other: (Specify)
	English Learners
	<input checked="" type="checkbox"/> Master Plan for English Learners
	<input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule
	<input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners
	<input checked="" type="checkbox"/> Implementation of a data analysis system

**O3: 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
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports
<input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	<input checked="" type="checkbox"/> District Validation Review (DVR)
<input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Annual Self-Review Checklist
<input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Professional Development documentation
<input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Discussion with school leadership
<input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.
<input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements	<input checked="" type="checkbox"/> Stakeholder Engagement
<input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Stakeholder Consultation
<input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> School Site Council (SSC) documentation
	<input type="checkbox"/> Parent Advisory Committee (PAC) documentation
	<input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation
	<input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee
	<input checked="" type="checkbox"/> School website
	<input checked="" type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Stakeholder focus group
	<input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<p><input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq., as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes: None

**Review of Transparency and Stakeholder Information Compliance Items**

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

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

Item	Evident	Not Evident
The following information posted to the school’s website: <input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes: None		



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **May 6, 2025**

2458	2020-2021					2021-2022					2022-2023				
Matrix for Success Academy	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	36,851	50,281	242,959	242,959		226,973	356,567	463,111	463,112		391,055	507,618	746,280	746,323
Accounts Receivable	0	469,909	498,408	215,713	233,081		237,622	211,441	332,406	333,839		372,726	334,669	474,036	445,420
Other Current Assets	0	45,986	45,986	48,382	16,014		33,119	33,119	42,016	25,580		70,277	16,436	30,000	15,000
Total Current Assets	0	552,746	594,675	507,054	492,054	497,714	601,127	837,533	822,531	834,058	858,723	1,250,316	1,206,743	1,250,316	1,206,743
Fixed and Other Assets	0	18,123	18,122	18,123	33,123		11,356	11,357	11,356	26,357		8,740	8,157	15,306	207,994
Total Assets	0	570,869	612,797	525,177	525,177	509,070	612,484	848,889	848,889	848,889	848,889	848,889	848,889	1,265,622	1,414,737
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	0	555,047	534,851	330,273	310,691		293,285	295,724	390,010	429,543		365,446	356,545	752,670	831,029
Other Long Term Liabilities	0	260,511	260,511	30,418	50,000		(19,582)	30,418	39,534	0		39,534	23,978	30,000	88,046
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	0	815,558	795,362	360,691	360,691	273,703	326,142	429,544	429,543	429,543	404,980	396,079	776,648	919,075	919,075
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	0	(244,689)	(182,565)	164,486	164,486	235,367	286,342	419,345	419,345	419,345	437,818	470,802	488,974	495,662	495,662
Total Revenues	2,304,407	2,065,942	2,105,327	2,269,876	2,352,120	2,365,344	2,398,891	2,368,133	2,356,849	2,435,448	2,811,567	2,623,490	2,705,461	2,598,107	2,679,422
Total Expenditures	2,259,180	2,028,688	2,005,946	1,823,445	1,905,689	2,112,624	2,328,010	2,246,277	2,101,990	2,180,589	2,503,269	2,605,017	2,654,004	2,528,478	2,603,105
Net Income / (Loss)	45,227	37,254	99,381	446,431	446,431	252,720	70,881	121,856	254,859	254,859	308,298	18,473	51,457	69,629	76,317
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	45,227	37,254	99,381	446,431	446,431	252,720	70,881	121,856	254,859	254,859	308,298	18,473	51,457	69,629	76,317
Net Assets, Beginning	(261,412)	(293,622)	(293,623)	(293,623)	(281,945)	(182,565)	164,486	164,486	164,486	164,486	286,342	419,345	419,345	419,345	419,345
Adj. for restatement / Prior Yr Adj	(91,684)	11,679	11,677	11,678	0	273,829	0	0	0	0	211,357	0	0	0	0
Net Assets, Beginning, Adjusted	(353,096)	(281,943)	(281,946)	(281,945)	(281,945)	91,264	164,486	164,486	164,486	164,486	497,699	419,345	419,345	419,345	419,345
Net Assets, End	(307,869)	(244,689)	(182,565)	164,486	164,486	343,984	235,367	286,342	419,345	419,345	805,997	437,818	470,802	488,974	495,662
Unrestricted Net Assets		(262,812)	(200,688)	164,486	164,486		235,367	286,342	419,345	419,345		429,078	470,802	488,974	495,662
Restricted Net Assets		18,123	18,123	0	0		0	0	0	0		8,740	0	0	0

2458	Audited Financials					2023-2024					2024-2025				
Matrix for Success Academy	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	242,959	463,112	746,323	1,856,831	0		181,369	1,977,853	1,856,830	1,856,831		1,637,241	1,606,989	0	0
Accounts Receivable	233,081	333,839	445,420	1,097,735	0		807,225	253,648	1,097,718	1,097,735		1,115,349	866,599	0	0
Other Current Assets	16,014	25,580	15,000	179,072	0		30,770	89,179	220,795	179,072		229,748	229,748	0	0
Total Current Assets	492,054	822,531	1,206,743	3,133,638	0	1,019,365	2,320,681	3,175,342	3,175,342	3,133,638	2,982,738	2,703,336	2,703,336	0	0
Fixed and Other Assets	33,123	26,357	207,994	2,133,943	0		10,051	435,449	1,934,006	2,133,943		1,349,501	1,222,613	0	0
Total Assets	525,177	848,888	1,414,737	5,267,581	0	1,029,416	2,756,130	5,109,349	5,109,349	5,267,581	4,331,839	3,925,949	3,925,949	0	0
Deferred Outflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Liabilities	310,691	429,543	831,029	1,885,883	0		318,129	747,840	900,537	1,885,883		852,290	1,396,888	0	0
Other Long Term Liabilities	50,000	0	88,046	1,250,333	0		201,667	75,112	2,088,337	1,250,333		1,340,225	381,502	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	360,691	429,543	919,075	3,136,216	0	519,796	822,952	2,988,874	3,136,216	3,136,216	2,192,515	1,778,390	1,778,390	0	0
Deferred Inflows of Resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets	164,486	419,345	495,662	2,131,365	0	509,620	1,933,178	2,120,475	2,120,475	2,131,365	2,139,324	2,147,559	2,147,559	0	0
Total Revenues	2,352,120	2,435,448	2,679,422	6,942,092	0	5,362,196	5,296,646	6,557,808	6,942,093	6,942,092	6,134,459	6,150,052	6,165,398	0	0
Total Expenditures	1,905,689	2,180,589	2,603,105	5,306,389	0	5,007,252	5,276,000	5,120,291	5,317,279	5,306,389	6,117,515	6,142,095	6,149,206	0	0
Net Income / (Loss)	446,431	254,859	76,317	1,635,703	0	354,945	20,646	1,437,517	1,624,813	1,635,703	16,944	7,957	16,192	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	446,431	254,859	76,317	1,635,703	0	354,945	20,646	1,437,517	1,624,813	1,635,703	16,944	7,957	16,192	0	0
Net Assets, Beginning	(281,945)	164,486	419,345	495,662	0	470,802	488,974	488,974	488,974	495,662	1,933,178	2,120,475	2,147,559	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	196,053	(0)	6,687	6,687	0	270,075	10,893	10,893	0	0
Net Assets, Beginning, Adjusted	(281,945)	164,486	419,345	495,662	0	666,855	488,974	495,661	495,661	495,662	2,203,253	2,131,367	2,131,367	0	0
Net Assets, End	164,486	419,345	495,662	2,131,365	0	1,021,799	509,620	1,933,178	2,120,475	2,131,365	2,220,197	2,139,324	2,147,559	0	0
Unrestricted Net Assets	164,486	419,345	495,662	2,131,365	0		509,620	1,933,178	2,120,475	2,131,365		2,139,324	2,147,559	0	0
Restricted Net Assets	0	0	0	0	0		0	0	0	0		0	0	0	0



FISCAL OPERATIONS					RATING
Summary of School Performance					4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.					
<u>Financial Highlights</u>					
Matrix's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.					
FINANCIAL HIGHLIGHTS					
Matrix for Success Academy	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$164,486	\$419,345	\$495,662	\$2,131,365 ¹	\$2,147,557
Net Income / (Loss)	\$446,431	\$254,859	\$76,317	\$1,635,703	\$16,192
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$242,959	\$463,112	\$746,323	\$1,856,831	\$1,606,989
Unrestricted Net Assets	\$164,486	\$419,345	\$495,662	\$2,131,365	\$2,147,557
Norm Enrollment Reported by the School	192	169	181	254	246
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	8.63%	19.23%	19.04%	40.17%	34.92%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	12.75%	21.24%	28.67%	34.99%	26.13%



Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	158.37%	191.49%	145.21%	166.16%	193.53%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	68.68%	50.60%	64.96%	59.54%	45.30%

¹Per Pazlo Education Foundation (“Pazlo”), the school’s net assets increased from \$495,662 to \$2,131,365 in Fiscal Year 2023-2024, primarily due to the transfer of APEX Academy’s remaining assets to Matrix. Pazlo’s 2023-2024 audit financial report disclosed: “The Organization previously operated APEX Academy (Charter No. 1459) that closed effective June 30, 2023. Although the school was no longer in operation in 2023-2024, final close-out transactions were necessary and are included within the Organization’s financial balances and transactions for the year.”

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Pazlo Education Foundation					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools ²		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
1	1	\$2,131,365	\$1,635,703	\$0	\$0

Management Fees: Matrix does not pay management fees to the charter operator. Following the closure of APEX Academy effective June 30, 2023, and beginning July 1, 2023, Matrix assumed 100% of the costs associated with all staff positions and other essential services required to manage the school. This includes expenses related to Pazlo’s back-office services provider, general insurance, audits, and legal services.

**Norm Enrollment Data and Trends**

The school's Norm Enrollment history by grade level is summarized below.

Matrix for Success Academy's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9		6	5	10	7
10	13	3	20	36	33
11	51	12	20	64	64
12	128	148	136	144	142
Total Enrollment	192	169	181	254	246
Increase/(Decrease) in Enrollment from Prior Year	N/A	(23)	12	73	(8)
Enrollment Growth (%)	N/A	(12.0%)	7.1%	40.3%	(3.1%)

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	54
Accumulated increase in student enrollment percentage	28.1%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	600
2024-2025 Norm Enrollment	246
Below approved enrollment capacity count	(354)
Below approved enrollment capacity percentage	(59.0%)

When inquired as to how the school is making efforts to increase enrollment, the Pazlo Executive Director stated: "Matrix for Success Academy's plan of action to address our charter enrollment shortfall includes further expansion of sites and services for areas included in the original charter petition. We were able to open a second service site in the Central LA area, zip code 90017, for the 2024-25 school year. Matrix continues to look for acceptable sites in the San Fernando Valley,



and have partnered with the real estate team that helped us secure our second DTLA site for the 2024-25 school year. We are hopeful that we will be able to secure a site with the LAUSD-required COO ["Certificate of Occupancy"] in the third target area, in the next school year. In addition to ongoing expansion efforts, Matrix is investing more human and financial resources into outreach, community connections, and student engagement. We will bring on a full-time student and community outreach coordinator for the 2025-26 school year, and have also begun working with a community-based nonprofit that serves students who would benefit from Matrix's supportive, flex-based model. We plan to have a cohort of students receiving services from the organization [at the] start [of] the school year at Matrix in July 2025. As discussed previously, norm day enrollments are not truly reflective of the height of Matrix's enrollment for the school year. While many traditional schools see decreases in enrollment after norm day, Matrix sees significant increases in late Fall and mid Spring. Non-grads, credit-deficient students, and other disengaged students tend to find and/or be referred to Matrix throughout the school year, leading to higher enrollments as the year progresses. Our ongoing efforts and newly dedicated resources will be key to our continued growth for the 2025-26 school year. Matrix plans to continue to expand our support for all students in the greater LA area who are in need of our unique, supportive, flex-based approach to education".

As noted above, the school has maintained a balanced budget for Fiscal Year 2023-2024 and projected a balanced budget for the 2024-2025 Second Interim. The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

None noted.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

N/A

**Notes:**

I.	<i>Review of Fiscal Documentation</i>	<i>Comments</i>	
1	FY 2023-2024 Independent Audit Report		
	a. Audit opinion:	Unmodified/Unqualified.	
	b. Material weaknesses:	None Reported.	
	c. Deficiencies/Findings:	None Reported.	
	d. Lack of a Going Concern:	None Reported.	
2	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable	
3	The 2023-2024 audited and unaudited actuals:	Do not mirror each other	
	The explanations provided by the charter school for the variances were reasonable:	Yes	
4	Segregation of Duties (SOD) reviews were conducted in-person and virtually at:	Pazlo (the charter operator) and Matrix for Success	
		No discrepancies were noted.	
5	Proposition 39 information.	Not applicable	
II.	<i>Review of 2024-2025 Fiscal Preparation Guide</i>	<i>Provided</i>	<i>Comments</i>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 401K, and Social Security
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report.	Yes	
11.	Current Fiscal Policies and Procedures	Yes	



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **May 6, 2025**

12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 2/2024 to 2/2025
			Reviewed 15 checks for sample testing
			No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	No	Matrix did not maintain any school credit cards in FY 2024-2025
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 8/2024 to 1/2025
			Reviewed eight (8) electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
	As noted above, during the 2024-25, PazLo/Matrix was able to open a second service site in the Central LA area, zip code 90017. Matrix continues to search for acceptable sites in the 91342 area to serve the San Fernando Valley area of LA.		
28.	Employee Retention Credit	Yes	
	The board meeting minutes dated 6/27/2023 authorizing the school to apply for ERC was provided. Also, the IRS Forms 941-X Claims for Refund were provided. As of 2/19/2025, Pazlo has not received any confirmation of approval or denial from the IRS.		
29.	Disclosure of legal issues.	N/A	

Notes: "N/A" indicated under the "Provided" Column above are per charter school's response.

ANI = Areas Noted for Further Growth and/or Improvement

OO = Other Observations