



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2018-2019 SCHOOL YEAR

FOR

TEACH ACADEMY OF TECHNOLOGIES - 5982

LAUSD Vision

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

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities 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 Name:		TEACH Academy of Technology			Location Code:	5982
Current Address:		City:	ZIP Code:	Phone:	Fax:	
10045 S. Western Avenue		Los Angeles	90047	(323) 872-0809		
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			1	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:		
423	400	5-8		400		
Total Number of Staff Members:	45	Certificated:	20	Classified:	25	
Charter School's Leadership Team Members:		Greg Perez, Principal; Dr. Raul Carranza, Superintendent of Schools				
Charter School's Contact for Special Education:		Greg Perez, Principal; Arleta Cruel, Assistant Principal				
CSD Assigned Administrator:	Dr. Gina T. Hughes		CSD Fiscal Services Manager:	Allan Villamor		
Other School/CSD Team Members:		Jose Rodriguez, Specialist				
Oversight Visit Date:		November 6, 2018		Fiscal Review Date (if different):	TBD	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus (if applicable):				
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:				

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	3	3	2



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating 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 2017-2018*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1 – Governance Structure and Evaluation of School Leader(s): The Governing Board has substantially implemented the organizational structure set forth in the approved charter. Review of materials in binder included current and complete organization chart, CMO bylaws signed 11/13/17; roster of board members with contact information; School Site Council agendas and minutes; as well as ELAC meetings. The system for evaluation for the Chief Executive Officers and School Administrators includes a 4 point rubric from Highly Effective/Effective/Acceptable/Inadequate.</p> <ul style="list-style-type: none"> • G2 – Brown Act: The Governing Board complies with most material provisions of the Brown Act. Evidence of Brown Act training TPS governing board members on 11/2/18; also included were board calendar, agendas and minutes. • G5 – Data-Based Decision Making – The Governing Board monitors school performance and other internal data to inform the decision making. Binder included evidence of monthly board reports 11/2/18; Dashboard report; review of attendance/enrollment/grades/ and suspension. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • G2- Brown Act- Currently if a member of the public wishes to access the school’s board agendas and minutes on the school website a google account sign in is required. Update the website feature so the information is easily accessible to the public without the need for a google account. <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> • None noted that require immediate action to remedy concerns indicated in this report. <p>Notes:</p>	
<p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations Evaluation of school's executive level leadership 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
	Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

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



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

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

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



The Governing Board has a system in place to ensure sound fiscal management and accountability:		
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" 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, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • <u>A3 - SBAC School wide ELA</u>- The school wide performance of students who Met and Exceeded Standards in grade levels served by the school on the SBAC in ELA is similar than the Resident Schools, 21.80 compared to Resident School Median of 20.50% • <u>A5 – English Learner Reclassification</u>: The school reclassifies English Learners at a rate higher than the Resident Schools Median. TEACH Tech’s 2017-2018 reclassification is 29.9, which is higher than the Resident Schools Median of 15.7%. • <u>A7 – Long Term English Learners</u> (Secondary schools): The school’s percentage of LTELs is at a rate lower than the Resident Schools Median. TAT has 16.5% LTELs compared to Resident Schools Median 25.7%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • <u>A1 – SBAC Subgroup ELA</u>- Some subgroups demonstrated declines in CAASPP ELA performance from 2016/17 – 2017/18. Three of five of TEACH’s numerically significant subgroups experienced declines; African Americans (-4.54), Latino (-9.13), Socioeconomically Disadvantaged (-7.20). To improve student’s academic performance in ELA the school utilizes Google classroom to simplify creating, distributing and grading assignments in a paperless way. Google Classroom allows the school to streamline the process of sharing files between teachers and students, thus expediting teachers’ feedback on work samples. TEACH Academy of Technologies has implemented assessments as well as utilized CAASPP Interim Assessment Block (IAP) and Interim Comprehensive Assessment (ICA) to improve monitoring each students’ academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • <u>A2 – SBAC Subgroup Math</u>: Some subgroups demonstrated declines in CAASPP Math performance from 2016/17 to 2017/18. Three of five of TEACH’s numerically significant subgroups experienced declines; AA (-5.32), Latino (-3.37), and Socioeconomically Disadvantaged (-3.43). The leadership team response to the declines include the hiring of math coaches t; the adoption of College Preparatory Math (CPM), and using UCLA’s Math Mapper, which identifies where a particular standard begins, and how it increases in complexity at each grade level. In this way, teachers are better able to develop lessons that supports their mathematical thinking and reasoning over time. • <u>A4 – SBAC School wide Math</u>: The schoolwide percentage of students in grade levels served by the school on the SBAC in Math is at a rate lower than the Resident Schools Median. TEACH’s 7.0% is less than the Resident Median percentage of 9.48%. 	



- **A6 – “At Risk” English Learners:** The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median. TEACH’s 3.6% rate is higher than the Resident Schools Median of 0.7%.

Corrective Action Required

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

Notes:

****NOTE: Upon the State Board of Education’s finalization of California’s School Dashboard, CSD will determine implications for the oversight report.***



A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)



A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2.1) <input checked="" type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2017-2018 (CDE) 		
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Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2.1) <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2017-2018 (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric		Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)
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A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2.1) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math



NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Stanford 10, Illuminate, or SBAC Interim assessments).

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school’s ratings on the Dashboard. For Indicators A10 –A19 the school’s ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of “**Orange**”.

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of “**Red**”.

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of “No Performance Color”.

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of “**Red**”.

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of “**Blue**”.



HIGH SCHOOLS ONLY:

A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts

The school has achieved the following status _____ and change _____

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status _____ and change _____

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of _____

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status _____

NOTES:

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

1. **MET:** Implementation of English Learner Reclassification and Reporting the school will increase its reclassification of English learners at a rate comparable to the District's rate of reclassification.
2. **MET:** The school's administration must consistently implement and regularly monitor all targeted intervention programs designed for African American, Latino, English Learners, and Socioeconomically Disadvantaged subgroups to ensure that these subgroups meet or exceed the annual targets as determined by the CDE through the CAASPP (SBAC) assessment system.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/6/2018

3. **MET:** The school will provide a description to the Charter Schools Division of the School's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS submission windows each year of the charter term.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p><u>O1 – School Safety and Operations: School Safety Plan and Procedures:</u> The school has a well-developed system in place to ensure protection of student and staff health, and compliance with applicable charter requirements. Review of binder materials included visitor policy; Comprehensive school safety plan; Compliance Document; emergency drill data worksheet; emergency drill evacuation plan; exit traffics patterns;</p> <p><u>O2 – Health and Safety:</u> COO; verification that for the 2017-2018 school year 280 student screening were completed for vision, scoliosis, audio screening. Offer of special health education program on family life and growth development requiring parent consent; state mandated Epipen training provided for the 2018-2019 school year.</p> <p><u>O3 – Standards-Based Instruction:</u> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, include the CA CCSS. Teachers submit weekly lesson plans that includes standards, objectives, and study team-teaching strategies; pockets of questions for students to answer; essential questions for the unit what students will learn; how student will prove that learning has occurred; binder included WASC accreditation verification. The school was granted a 6 year accreditation status with a mid-cycle two day visit.</p> <p><u>O7 – School Climate and Student Discipline:</u> The school has a highly developed school climate and student discipline system in pace that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School wide focus on character development; front of the school has the pillars of behavior posed. The focus is on dignity; self-discipline; respectful behavior; hard work; cooperation; kindness; integrity creative problem solving; persona and community responsibility; fairness; Binder also included responding to behavior and behavior and Keeping Safety in Mind; behavioral expectations; matrix of school wide expectations (see handout); classroom discipline steps; disciplinary referral form; Kickboard Introduction for Students that nurtures the whole child in a safe and positive environment. The school indicated that it accomplishes this by meeting each student’s physical, social emotional; Stop and Think Reflection Sheet that emphasize productive, polite, prompt and prepared. TAT’s 2017-2018 suspension rate was 0.6%, which reflects a decrease from the previous years rate of 1.6%.</p> 	



- **O8 – Professional Development:** The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Dream Box Learning Math – motivating for students, empowering for educators. Binder include a draft yearlong Wednesday professional development calendar. Some topics include 1) phone call to failing students; 2) walkthrough goals and objectives; technology integrations; classroom culture; CPM training; PBIS training from LACOE, school provided evidence of LACOE training.

Areas Noted for Further Growth and/or Improvement

- **O1 – School Safety and Operations: School Safety Plan and Procedures:** There was no evidence of emergency evacuation log of drills conducted for the 2018-2019 school year. While the school had three days’ worth of emergency supplies, the supplies were stored in each classroom and would be unable to be utilized in the event of an earthquake evacuation where all students and staff must evacuate the classrooms and remain in the outdoor evacuation area. The CSD discussed with the school to keep the lockdown supplies but store the 3 day supplies in a location that allows accessibility in case of emergency that involves evacuation.
- **O4 – Meeting the Needs of all students:** The school has substantially implemented and monitors the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. To maximize differentiation school leadership shared that, teachers utilize daily exit tickets, intentional seating mixed ability grouping, awareness of subgroups performance levels to create meaningfully engaging instructional experiences. For LTEL’s teachers emphasize mixed ability grouping; language specific sentence starters, Socratic seminars; and the posting of ELD learning objectives. Subgroup Data Analysis- use morning notes for focus on statistically significant subgroups; use notes from morning meeting that focuses on LTELs and what they should doing t support them; binder included a PP of “Introduction to ELL support for the 2018-2019 school year; EL Achieve documents on secondary constructing meaning: Structured student talk.
- **O10: Stakeholder Communication and Transparency:** The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website. However, review of the school’s website required permission through a Gmail account to view governing board agendas and minutes. These documents should be readily available to the public given the ease of access of other documents required in the Transparency Resolution See G2.

Corrective Action Required

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



Notes:

- **O5 – Implementation of Key Features of Educational Program:** The school has received the PLTW, Project Lead the Way - \$15,000- students apply knowledge and skill from a variety of disciplines, including all three PTLW pathways. They are focusing on PTLW gateway for grades 6-8 with Computer Science for Innovators and Makers; AppCreators.
- **O12 – Clearances and Credentialing Compliance:** The school reports that they have hired an Assistant Superintendent of K-12 Instruction and Human Resources to manage the human resource paperwork for all new hires and to ensure DOH and TB clearances remain compliant.

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> • For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • School provides documentation of student immunization and • School provides documentation of health screening per applicable law and terms of the charter • School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Epi-pen documentation (B3.2c) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> • Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served • Demonstrated evidence of implementation of the California Next Generation Science Standards • Obtained WASC accreditation (high schools only) • Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) • Received UC/CSU approval of courses (UC Doorways) (high schools only) 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

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



Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

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



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • Provides special education training for staff in accordance with requirements of the Modified Consent Decree • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> • Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process • Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive • Minimize discretionary suspensions and expulsions • Reduce or eliminate suspension disproportionality for student subgroups 		
	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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



Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP 	
Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d)



Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

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



	<ul style="list-style-type: none"> • Student Achievement Information
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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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

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

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



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

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

**2015-2020 Renewal Benchmark Updates:**

- Implementation of English Learner Reclassification and Reporting The school will increase its reclassification of English Learners at a rate comparable to the District's rate of reclassification. – **MET** – *TEACH Academy of Technologies' (TAT's) 2017-2018 rate of reclassification was 20.6% compared to the District's rate of 20.1%, TAT's 2017-2018 rate of reclassification was 18% compared to the District's rate of 16.8%.*
- The school's administration must consistently implement and regularly monitor all targeted intervention programs designed for African American, Latino, English Learner and Socioeconomically Disadvantaged subgroups to ensure that these subgroups meet or exceed the annual targets as determined by the CDE through the CAASPP assessment system. The school's administration must provide ongoing appropriate reports to the governing board, throughout each school year, to facilitate the board's monitoring of subgroup growth and performance in meeting state targets. – **MET** – *as noted in O4 – Meeting the Needs of All Students, TAT has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. To maximize differentiation, teachers utilize daily exit tickets, intentional seating mixed ability grouping, awareness of subgroups performance levels to create meaningfully engaging instructional experiences. For LTEL's teachers emphasize mixed ability grouping; language specific sentence starters, Socratic seminars; and the posting of ELD learning objectives. Subgroup Data Analysis- use morning notes for focus on statistically significant subgroups; use notes from morning meeting that focuses on LTELs and what they should doing to support them*
- The school will provide a description to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS' submission windows each year of the charter term and no later than December 12, 2014 for this year. – **MET** - *TAT staff collaborates with the Chief Operating Officer (and/or the COO's designee) to cross reference all data provided by the enrolling families in paper and data entry in our Student Information System, PowerSchool. In addition, TEACH Public Schools hired a Director of Data and IT to ensure internal data and compliance monitoring was done in house. In collaboration with the EL Coordinator and School Administration, the Director of Data and IT gathers the data using Illuminate, our Data and Assessments System, and our newest EL monitoring system, ELLavation, to determine potential reclassification and support systems needed.*



5982	2015-16					2016-17					2017-18				
	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
TEACH Academy of Technologies															
Cash and Cash Equivalents		268,486	163,301	324,604	324,602		834,538	1,375,410	1,310,139	1,310,139		1,451,100	1,414,000	697,652	697,651
Current Assets		767,455	895,775	882,808	846,864		1,390,879	1,857,782	1,786,225	1,789,374		2,128,848	2,109,661	1,369,184	1,369,182
Fixed and Other Assets		403,997	396,832	421,889	477,230		428,701	52,346	207,335	207,333		385,361	409,561	941,765	996,610
Total Assets		1,171,452	1,292,607	1,304,697	1,324,094		1,819,580	1,910,128	1,993,559	1,996,707		2,514,209	2,519,222	2,310,949	2,365,792
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		58,842	145,176	119,403	131,004		143,251	88,145	111,026	166,415		185,321	175,504	159,645	214,490
Long Term Liabilities		313,445	313,445	313,442	313,442		0	0	78,652	78,652		191,422	191,423	191,426	191,426
Total Liabilities		372,287	458,621	432,845	444,446		143,251	88,145	189,678	245,067		376,742	366,927	351,071	405,916
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		799,165	833,986	871,852	879,648		1,676,329	1,821,983	1,803,882	1,751,640		2,137,467	2,152,295	1,959,878	1,959,876
Total Revenues	2,885,017	3,110,294	3,167,796	3,366,299	3,206,915	3,804,928	4,324,964	4,582,844	4,435,631	4,380,242	4,217,247	4,743,536	4,679,539	4,709,401	4,709,402
Total Expenditures	2,939,744	3,226,648	3,249,328	3,409,965	3,242,785	3,774,573	3,528,283	3,640,509	3,511,398	3,508,250	4,028,816	4,357,712	4,278,884	4,501,165	4,501,166
Net Income / (Loss)	(54,727)	(116,354)	(81,532)	(43,666)	(35,870)	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236
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+B23	(54,727)	(116,354)	(81,532)	(43,666)	(35,870)	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236
Net Assets, Beginning	982,894	918,446	918,446	918,446	915,518	833,986	871,852	871,852	871,852	879,648	1,821,983	1,803,882	1,803,882	1,751,642	1,751,640
Adj. for restatement / Prior Yr Adj	0	(2,927)	(2,928)	(2,928)	0	0	7,796	7,796	7,796	0	0	(52,239)	(52,242)	0	0
Net Assets, Beginning, Adjusted	982,894	915,519	915,518	915,518	915,518	833,986	879,648	879,648	879,648	879,648	1,821,983	1,751,643	1,751,640	1,751,642	1,751,640
Net Assets, End	928,167	799,165	833,986	871,852	879,648	864,341	1,676,329	1,821,983	1,803,882	1,751,640	2,010,414	2,137,467	2,152,295	1,959,878	1,959,876

5982	Audited Financials					2018-19				
	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
TEACH Academy of Technologies										
Cash and Cash Equivalents	484,533	324,602	1,310,139	697,651	0		0	0	0	0
Current Assets	835,861	846,864	1,789,374	1,369,182	0		0	0	0	0
Fixed and Other Assets	108,847	477,230	207,333	996,610	0		0	0	0	0
Total Assets	944,708	1,324,094	1,996,707	2,365,792	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	29,190	131,004	166,415	214,490	0		0	0	0	0
Long Term Liabilities	0	313,442	78,652	191,426	0		0	0	0	0
Total Liabilities	29,190	444,446	245,067	405,916	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Net Assets	915,518	879,648	1,751,640	1,959,876	0		2,501,384	0	0	0
Total Revenues	2,407,522	3,206,915	4,380,242	4,709,402	0	5,281,697	5,735,501	0	0	0
Total Expenditures	1,893,919	3,242,785	3,508,250	4,501,166	0	4,758,392	5,193,995	0	0	0
Net Income / (Loss)	513,603	(35,870)	871,992	208,236	0	523,305	541,506	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	513,603	(35,870)	871,992	208,236	0	523,305	541,506	0	0	0
Net Assets, Beginning	352,050	915,518	879,648	1,751,640	0	2,315,791	1,959,878	0	0	0
Adj. for restatement / Prior Yr Adj	49,865	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	401,915	915,518	879,648	1,751,640	0	2,315,791	1,959,878	0	0	0
Net Assets, End	915,518	879,648	1,751,640	1,959,876	0	2,839,096	2,501,384	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p>	<p>2</p>
<p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	
<p>TEACH Academy of Technologies’ fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$1,959,876 and net income of \$208,239.</p> <p>According to TEACH, Inc.’s independent audit report dated June 30, 2018, TEACH Academy of Technologies was one of two schools operated by TEACH, Inc. during Fiscal Year 2017-2018. For Fiscal Year 2018-2019, TEACH Academy of Technologies is one of three charter schools operated by TEACH, Inc. TEACH, Inc. is a California nonprofit public benefit corporation comprised of TEACH Public Schools, Inc. (the Charter Management Organization), and two other LAUSD-authorized charter schools: 1) TEACH Tech Charter High [grades 9-12], and 2) TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School [grades TK-5], which opened in Fiscal Year 2018-2019. In addition, TEACH Inc. operates Cunningham & Morris, LLC, which is a nonprofit corporation formed for the purpose of securing financing, negotiating real estate purchases, developing school sites, and administering school facility leases on behalf of the organization. Cunningham & Morris, LLC is managed by TEACH, Inc. under a separate operating agreement. TEACH, Inc.’s fiscal condition is strong. TEACH, Inc., its related entities, and its charter schools, reported positive net assets of \$1,790,494 and a net loss of (\$316,341). TEACH Inc., without its charter schools, reported positive net assets of \$41,442 and a net loss of (\$214,366). According to TEACH Public Schools, Inc., TEACH Academy of Technologies pays monthly management fees of 8% to TEACH Public Schools, Inc. for administrative services such as: creating, preparing, and submitting the school’s charter petitions, facilities costs, professional development, fiscal and compliance reporting, developing and executing fundraising efforts, providing guidance relating to the curriculum, and providing or contracting for office and other services including accounting, payroll, human resources and billing, marketing, public relations, and information technology support. These management fees are calculated based on the total revenues of the schools that TEACH Public Schools, Inc. operates.</p>	



Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (First Interim)
Net Assets	\$915,518	\$879,648	\$1,751,640	\$1,959,876	2,501,384
Net Income/Loss	\$513,603	(\$35,870)	\$871,992	\$208,236	\$541,506
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$49,865*	\$0	\$0	\$0	\$0

*The school’s beginning assets were restated due to a calculation error pertaining to Federal revenue in the prior year.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the Charter Schools Division (CSD) requests and receives fiscal documents from TEACH Public Schools, Inc., including bank statements, bank reconciliations, credit card statements, and check registers for the three TEACH Public Schools, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these TEACH Public Schools, Inc. charter schools, to assess overall compliance with TEACH Public Schools, Inc.’s Fiscal Policies and Procedures. Any areas noted for further growth and/or improvement relating to TEACH Public Schools, Inc.’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific TEACH Public Schools, Inc. school named above. Lastly, any exceptions related to the fiscal condition and/or the segregation of duties reviews are school-specific and reviewed separately for each TEACH Public Schools, Inc. charter school.



1. Lack of Proper Procurement Procedures:

Based on the CSD’s review of a sample of 30 checks/ACH transactions and supporting documentation, the CSD noted a check issued to a vendor that was not supported by a purchase order and showed no evidence of pre-approval (Check # 71107, in the amount of \$395.56, dated 09/21/2018 and made payable to Scholastic Inc.).

Page 7 of the school’s fiscal policies and procedures states: “The Executive Director, Superintendent or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget. Individuals other than those specified above are not authorized to make purchases without pre-approval.”

The CSD also noted payments issued to vendors during the current year whereby the total amounts paid to these vendors during the 12-month period spanning from October 2017 through September 2018 exceeded the school’s \$50,000 threshold yet were not supported by board approvals (Check # 61242, in the amount of \$2,260.11, dated 6/26/2018 and made payable to Teachers On Reserve, and Check # 61311, in the amount of \$19,175.00, dated 8/15/2018 and made payable to MTS-Martinez Transport Services). The aforementioned 12-month summary of vendor payments in question is provided below.

Item #	Vendor	Description of Services	Payments Made During First 3 Months of FY 2018-2019	Payments Made During Last 9 Months of FY 2017-2018	CSD’s Comments	TEACH Academy’s Response
1	Teachers On Reserve	Substitute Teacher Services	\$12,907.67	\$98,343.29	No evidence of Board approval, no contract/agreement, and no bidding documentation.	No contract/agreement exists. This vendor provides daily substitute personnel on an as-needed basis. While the total expenditures exceed \$50K, no individual transaction exceeds the required threshold for board approval.
2	MTS-Martinez Transport Services	Monthly Cleaning Services for TEACH Public Schools, its District Office, and its three LAUSD charter schools.	\$137,515.00	\$10,500.00	No evidence of Board approval, no contract/agreement, and no bidding documentation.	This vendor provides à la carte services on an as-needed basis. While the total expenditures exceed \$50K, no individual transaction exceeds the required threshold for board approval.



Page 6 of the school’s fiscal policies and procedures states: “Except as otherwise provided in these policies, the Executive Director, Superintendent or Chief Operating Officer may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school’s board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may be executed by the Executive Director, Superintendent or Chief Operating Officer or other person specifically designated by the Board after the Board has duly approved the contract or agreement.”

Page 7 of the school’s fiscal policies and procedures states that all purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. This policy further states that the Executive Director, Superintendent or Chief Operating Officer shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted, and such documentation shall be maintained for three years. All purchases in excess of \$50,000 must be bid by a board-approved process, except in the case of emergencies pertaining to the purchase of emergency response supplies, equipment, or services.

While the total costs of the vendor services referenced above have tended to fluctuate to some degree, the CSD’s analysis of the school’s historical data indicates that the total annual payments issued to these vendors typically exceeds the \$50,000 threshold. Given this history, the school should have sought advance approval from its governing board prior to incurring these costs before the vendor provided services in either the current or the prior Fiscal Year.

Moreover, the CSD noted that the documentation associated with Check # 61311 indicated that the total amount paid was for services provided to all three TEACH schools (and the TEACH Public School District Office) and, per the organization’s Superintendent, the invoice amount was to be allocated equally among the four organizational units of TEACH Inc. However, the CSD’s analysis of said documentation indicates that the four-way allocation of this expense did not occur. Instead, these costs were borne solely by the three TEACH schools (with each school charged one third of the cost, and no portion charged to TEACH Public Schools).

Further, the school’s description of services provided by the other vendor referenced above (MTS-Martinez Transport Services), does not align with publicly available information posted elsewhere for this vendor. The school informed the CSD that MTS-Martinez Transport provided cleaning services to the school. However, third party information on this vendor indicates that MTS-Martinez Transport provides transportation and moving services but does not refer to cleaning services. Therefore, in the absence of an approved contract agreement, the CSD was unable to confirm the validity of the cleaning service fees charged by MTS-Martinez Transport Services to TEACH Inc. Also, based on the amounts historically spent, the school should have secured approval from its governing board in advance of any services being rendered by this vendor. Moreover, a competitive bidding process should have also occurred prior to the selection of this vendor.



The 2017 Charter School Accounting and Best Practices Manual dated 11/27/2017 and published by the Fiscal Crisis and Management Assistance Team (FCMAT) provides guidance concerning the selection and evaluation of vendors. An excerpt from FCMAT’s Manual concerning this issue is summarized below.

”Vendor Selection Criteria:

The vendor selection for new or renewing vendors should be evaluated according to the following criteria:

- Pricing
The vendor’s pricing should be competitive, but it should not be the only criteria.
- Capability
A vendor should be able to demonstrate that it is in good financial standing, has sufficient employees, equipment and facilities to perform the work required, and has the required professional licenses and experience.
- Parts and Deadlines
The vendor should have access to the required parts and be able to meet the charter school’s shipping deadlines.
- Quality Assurance
The vendor should have an internal quality assurance program such as peer review; preference should be given to vendors that have such a program.
- References and Background Checks

Sufficient references and background checks should be made and should reveal no problems. Search for lawsuits and proper business licenses, and match the vendor name and federal identification number.

- Warranty
Sufficient warranty information should be available, if applicable.
- Federal and State Funding Eligibility
When applicable, ensure that the vendor is not barred from receiving federal or state funds.

(1) Ongoing Vendor Evaluation

- Are deliveries consistently on time and in good condition?
- Is the quality of services or products consistently high?
- Are their employees and subcontractors professional to work with and knowledgeable about the product or service provided?”

The CSD recommends that the school ensure adherence to its governing board-approved fiscal policies and procedures, including the guidance provided specifying the need for complete supporting documentation and pre-approvals for purchase orders,



contracts, and other items. Further, the organization should also establish appropriate controls to ensure that all expenses are properly allocated to the correct cost centers. Moreover, the CSD recommends that the school’s governing board revisit its approved fiscal policies and procedures and consider incorporating FCMAT’s guidance as appropriate.

2. Late Fees:

Based on the CSD’s review of supporting documentation related to Check # 61290, in the amount of \$2,954.69, dated 7/30/18 and issued to Cell Business Equipment, the associated invoice provided indicates that a late fee of \$140.70 was assessed against the school.

Page 9 of the school’s fiscal policies and procedures states: “Once approved by the Executive Director, Superintendent or Chief Operating Officer, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director, Superintendent or Chief Operating Officer should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.”

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees in the future.

3. Bank Reconciliation Reports:

Based on the CSD’s review of the bank reconciliation reports for the months of April 2018 and May 2018, the CSD noted discrepancies regarding the treatment of the reconciling items referenced in the reports. Details concerning these discrepancies are summarized below.

Item #	Bank Acct #	Bank Statement Period	CSD's Comments	School's Comments
1	x7843	April 2018	The provided a report reflecting reconciled bank/book balances. However, upon the CSD’s further analysis of the report, the CSD determined that an unreconciled item in the amount of \$50 was not identified as a reconciling item in the report.	The April Disbursements includes a March EFT suspense item in the amount of \$50 that the bank cleared in March 2018. The EFT was recorded in April 2018. The \$50 amount would be included in the book balance.



2	x7835	May 2018	Check #1028 for \$125 (dated 4/30/18) was reported as a cleared item in the bank statement but shown as an outstanding suspense item in the bank reconciliation report without explanation.	The bank balance is reconciled, as the suspense item was noted as a reconciling item in the bank reconciliation report. The school's procedure is the place any items it considers pending in suspense until resolved (including checks written, EFT disbursements, or deposits made in which backup documentation was not provided at the time of closing the period). Once backup documentation has been provided, the transaction will be recorded under the corresponding expense/revenue item in the school's books.	
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Page 10 of the school's fiscal policies and procedures states that the school's back office services provider (Charter Impact) will prepare the bank reconciliation report, verify the bank statements, and execute the related tasks. Further, Charter Impact will compare the reconciled bank balance to the cash balance reflected in the school's bank account and its general ledger (and immediately report any discrepancies to the school's Executive Director, its Superintendent, or its Chief Operating Officer).

The CSD recommends that the bank reconciliation reports be prepared, reviewed and approved in a timely manner, and include the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the accuracy of the submitted reports.

4. Overdraft Fees:

The CSD noted that the school incurred an overdraft fee of \$32 during the month of August 2018 on the account ending in X7835.

The school acknowledged that the overdraft fee above was the result of the school's neglect in maintaining adequate funds in its checking account. The school indicated that, going forward, it would properly monitor its cash balances to ensure that adequate funds are available to clear all checks written.



The CSD recommends the school improve its practices regarding the monitoring of cash balances and the any tracking of any checks or other debit items scheduled to clear its accounts.

5. Outstanding Checks:

The CSD noted several checks issued by the school that were outstanding for 90 days or more as of September 30, 2018. The checks in question are summarized below.

Item #	Bank Acct #	Check #	Date	Amount	Payee	# Of Days Outstanding As of 9/30/18
1	x7868	70784	2/2/2018	\$752.50	Kingdom Plug Cabling Services	240
2	x7868	70869	4/20/2018	\$105.05	N.G	163
3	x7843	61117	4/13/2018	\$100.00	A.C	170
4	x7843	61118	4/13/2018	\$1,680.00	Epic Performance Wear	170
5	x7843	61208	5/25/2018	\$29.99	R.V	128

Page 10 of the school’s fiscal policies and procedures states: "Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

The school acknowledged that the outstanding checks above were not deleted from its accounting system after 90 days because, according to the school, these checks were still considered valid. The school’s rationale was the apparent practice of its financial institution that is uses for its checking account (Pac Western), which, per the school, deems checks valid until six months after the check issuance date.

The CSD recommends the school revisit its fiscal policies and procedures in this area and consider implementing practices that facilitate resolution of its outstanding checks more promptly.

6. Organizational Chart Discrepancies:

Based on the CSD’s review of the school’s updated fiscal policies and procedures (revised June 2018) and the associated organizational chart provided by the school, the CSD noted a lack of alignment between job titles referenced in the updated fiscal policies versus the organizational chart. Specifically, the fiscal policies reference an Executive Director position while



the organizational chart identifies this position as the Chief Executive Officer. This discrepancy was also cited in the school’s 2017-2018 Annual Performance-Based Oversight Visit Report under “Other Observations.”

The school stated that the Executive Director and CEO are the same individual within the organization.

The CSD recommends that school revise its fiscal policies and procedures to ensure consistency and alignment between job titles and practices referenced in the fiscal policies and procedures and the published organizational chart.

The governing board and leadership team of the charter school are responsible for managing the day-to-day operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next Board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD staff will continue to monitor these issues through oversight.

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

1. Employee Expense Reimbursements:

Based on the CSD’s review of documents provided by the school, the CSD noted employee reimbursements that lacked evidence of appropriate pre-approvals. The reimbursements in question are summarized below.

Item #	Check Number	Check Issuance Date	Payee	Check Amount
1	61250	6/27/2018	School Employee	\$1,077.42
2	80736	6/26/2018	School Employee	\$361.90

Page 7 of the school’s Fiscal Policies states: “The Executive Director, Superintendent or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget. Individuals other than those specified above are not authorized to make purchases without pre-approval.”

An excerpt from FCMAT’s 11/27/2017 Manual that provides guidance to charter schools regarding employee reimbursements is summarized below.



“Reimbursements for purchases and travel should be made according to guidelines set by the charter school.

Reimbursements apply to both employees and board members.

Charter school principals are responsible for reviewing and approving all reimbursements pertaining to their schools, up to \$1,000.

The CFO is responsible for approving all reimbursements for \$1,000 to \$3,000.

The CEO is responsible for approving all reimbursements of more than \$3,000.

Reimbursement steps are as follows:

Submit accurate receipts and the completed and signed reimbursement or purchasing documentation such as the original invoice, purchase request, employee expense report or reimbursement request.

Obtain authorization.

Prepare and issue reimbursement payment, and file all paperwork.

Reimbursement receipts should be submitted monthly, and any receipt older than 60 days may not be reimbursed, at the discretion of the office manager. An employee or board member may not request reimbursement for expenses for another individual or employee. Expense report forms must be filled out completely. Original receipts for items charged must accompany all reimbursement documentation. Any questions regarding completion of the expense report should be directed to the employee’s supervisor, the office manager, or the accounting department.

The accounting department can help determine which account code should be used for which expenditures/reimbursements. For example, claims for travel reimbursement must be charged to object code 5200.00.

Upon completion, the expense report and all attached documentation should be submitted to the employee’s supervisor for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. To expedite reimbursement, ensure the report is completed properly, required documentation is attached, it is properly authorized, and any unusual items are explained and documented. For unusual items, detailed written notes are needed for the supervisor and accounting department to authorize reimbursement. All reimbursement requests must be approved by the proper manager before being submitted to the accounting department. Approvals for reimbursement requests must be obtained prior to any purchase or travel. The charter school will not be obligated to reimburse requests for which prior approval was not obtained. When the shopping or traveling is complete, the employee should return the receipts and can expect to be reimbursed if they spent



funds on items for which they obtained prior approval.”

According to the school, the employee expense reimbursements referenced above were verbally approved by either the school’s Executive Director or its Chief Operating Officer. The school further declared that, effective August 1, 2018, all approvals must be requested and documented through the school’s online procurement software, OfficeBooks.

The CSD recommends that the school adhere to its governing board-approved fiscal policies and procedures and ensure that all purchases, including employee expense reimbursements, are pre-approved and properly documented.

Corrective Action Required:

On November 19, 2018, the CSD issued a Notice of Concern to TEACH Academy of Technologies, regarding the lack of completeness of its 2018-2019 Local Control and Accountability Plan (LCAP). The Notice requested that the school provide the following items and information:

- A revised 2018-2019 LCAP completed in accordance with the State of California Education Code § 47606.5 that addresses all applicable legal requirements;
- Evidence that the revised 2018-2019 LCAP, inclusive of the annual update to the LCAP, was reviewed and approved by the school's governing board (such as the board meeting agenda, board meeting minutes, etc.);
- Evidence that a copy of the school's revised and governing-board approved 2018-2019 LCAP, inclusive of the annual update to the LCAP, was submitted to LACOE; and
- A written explanation regarding steps that the school is taking to ensure that next year's LCAP is completed in accordance with State of California Education Code § 47606.5, addresses all applicable legal requirements, and is submitted in a timely manner.

On December 13, 2018, the school submitted a revised LCAP to the CSD. However, the CSD’s analysis of the revised LCAP revealed that the revised LCAP failed to rectify the flaws noted in November 19, 2018 Notice of Concern. On February 4, 2019, the charter operator provided a further updated LCAP, which addressed all the concerns noted by the CSD.

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from April 2018 through September 2018. Selected the months of April 2018 and May 2018 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Pacific Western Bank, Account Ending in 7835 (Teach Academy Imprest)
 - b. Pacific Western Bank, Account Ending in 7843 (Teach Academy Operating Account)
 - c. Pacific Western Bank, Account Ending in 7876 (Teach Tech High Imprest)
 - d. Pacific Western Bank, Account Ending in 7868 (Teach Tech High Operating)
 - e. Pacific Western Bank, Account Ending in 7850 (Teach Public Schools Operating)
3. The school indicated that it has no credit cards.
4. Reviewed the following 30 checks/ACH transactions. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 61162, 61232, 61236, 61242, 61250, 61261, 61268, 61274, 61285, 61289, 61290, 61305, 61311, 61331, 61345, 61360, 70958, 70963, 70967, 70968, 70975, 70980, 70981, 70983, 70985, 70998, 71017, 80736, and 2 ACH transactions.
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$697,651 and total expenditures equal \$4,501,166. Therefore, the school's cash reserve level is 15.50%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties review was conducted at TEACH Academy of Technologies. No discrepancies were noted.
8. TEACH Academy of Technologies did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.



15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were not provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of TEACH Academy of Technologies offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school’s website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget;



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement 	<ol style="list-style-type: none"> 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and 15. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. 	<ul style="list-style-type: none"> ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

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



<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ul style="list-style-type: none"> 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school’s budget; and 10. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The EPA allocation and expenditures are posted on the charter school’s website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>