



# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT** **2018-2019 SCHOOL YEAR** **FOR** **TEACH PREPARATORY CUNNINGHAM & MORRIS ELEMENTARY- 2452**

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Name and Location Code of Charter School

### **LAUSD Vision**

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

### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities 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.



<b>Charter School Name:</b>		<b>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary School</b>			<b>Location Code:</b>	<b>2452</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
1750 W. Century Boulevard		Los Angeles	90074	(323)872-0808	N/A	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2018 to June 30, 2024			1	West		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
80		400	TK-1		TK-4	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>Classified:</b>			
17		5	12			
<b>Charter School's Leadership Team Members:</b>		Sharon Rhee, Principal; Dr. Raul Carranza, Superintendent of Schools				
<b>Charter School's Contact for Special Education:</b>		Daniela Garcia, SPED Director				
<b>CSD Assigned Administrator:</b>		<b>CSD Fiscal Services Manager:</b>				
Dr. Gina T. Hughes		Allan Villamor				
<b>Other School/CSD Team Members:</b>		Alberto Rivera, Field Specialist				
<b>Oversight Visit Date:</b>		<b>Fiscal Review Date (if different):</b>				
March 7, 2019						
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		No		<b>LAUSD Co-Location Campus (if applicable):</b>		N/A
				<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>		N/A

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	2	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	<b>3</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1 – Governance Structure and Evaluation of School Leader(s):</b> 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; 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"> <li>• <b>G2 – Brown Act:</b> 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.</li> <li>• <b>G5 – Data-Based Decision Making</b> – 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.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• <b>G2- Brown Act-</b> 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.</li> </ul> <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> <li>• None noted that require immediate action to remedy concerns indicated in this report.</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The school did not meet its year one enrollment projection of 100 students.</li> </ul> <p><b>*NOTE: 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.</b></p>	



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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

Rubric		Sources of Evidence
<b>Performance</b>	<input 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 checked="" 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 <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

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

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
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<b>Performance</b>	<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 <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8)</b> <input type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <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
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <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
<b>Performance</b>	<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) <b>(B1.10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <input 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"> <li>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</li> <li>Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals</li> </ul>		
Performance	Rubric	Sources of Evidence
	<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"> <li>The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> </ul>		
Performance	Rubric	Sources of Evidence
	<input 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 checked="" type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (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)

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





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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	<b>No Rating</b>
<p>2018-2019 is year one of operation for the school and therefore the school will not have ratings for A1-A8.</p> <ul style="list-style-type: none"> <li>• A1 – SBAC Subgroup ELA - No assessment of performance for this indicator</li> <li>• A2 – SBAC Subgroup Math - No assessment of performance for this indicator</li> <li>• A3 - SBAC Schoolwide ELA - No assessment of performance for this indicator</li> <li>• A4 – SBAC Schoolwide Math - No assessment of performance for this indicator</li> <li>• A5 – English Learner Reclassification - No assessment of performance for this indicator</li> <li>• A6 – “At Risk” English Learners - No assessment of performance for this indicator</li> <li>• A7 – Long Term English Learners (Secondary schools) - No assessment of performance for this indicator</li> <li>• A8 – Four-Year Cohort Graduation Rate - No assessment of performance for this indicator</li> <li>• <b><u>A9 – Internal Assessments (Grades K, 1, 2, 9, 10 and new charter schools)</u></b> – The school has demonstrated developing levels of student achievement and progress as measured by the school’s internal assessments and other school data. At the time of the oversight visit the school provided class summaries of student performance via <i>Acadience Reading Progress Summary Reports</i> that indicated of the 46 Kindergarten students 35 were at or above the benchmark; 3 were below the benchmark; and 8 were well below the benchmark. For the 18 first grade students; 13 were at or above the benchmark, 2 were below benchmark, and 3 were well below the benchmark. CSD did not have access to the school’s internal assessment of math for its K-1 students.</li> </ul> <p><u>Corrective Action Required</u></p> <ul style="list-style-type: none"> <li>• None noted that require immediate action to remedy concerns indicated in this report.</li> </ul>	
<p>Notes:</p>	
<p><b>*NOTE:</b> Upon the State Board of Education’s finalization of California’s School Dashboard, CSD will determine implications for the oversight report.</p>	



**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"> <li>• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <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"> <li>• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <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"> <li>Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> 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 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> 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 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <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"> <li>Schoolwide Math data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> 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 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> 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 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2.1)</b> <input 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"> <li>English Learner reclassification rate for 2017-2018 (CDE)</li> </ul>		
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Rubric		Sources of Evidence
<b>Performance</b>	<input 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2.1)</b> <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) <b>(B2.3)</b> <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
<b>Performance</b>	<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 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2017-2018 <b>(B2.1)</b>

**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



<b>Performance</b>	<input 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 checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) <b>(B2.1)</b>
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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
<b>Performance</b>	<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) <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only)</b>

**\*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
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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.</li> <li><input checked="" 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</li> <li><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.</li> <li><input type="checkbox"/> No assessment of performance for this indicator.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2.2)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <b>(B2.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**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 2018-2019 oversight but will provide informational areas of focus. California School Dashboard Indicators will not 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 N/A.

**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 N/A.

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

The school has achieved the performance level of N/A.

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

The school has achieved the performance level of N/A.

*\*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 N/A.





**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):**



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>2</b>
<p><i>2018-2019 is year one of operation for the school, therefore the following scores are based on the school currently serving grades TK-1 only.</i></p>	
<ul style="list-style-type: none"> <li>• <b><u>O6 – Special Education:</u></b> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program. The school currently has four students with IEPs at this stage of school operations.</li>   <li>• <b><u>O7 – School Climate and Student Discipline:</u></b> 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. The school serves less than a third of the student population approved in its charter petition. Moreover, those grades served are at the primary levels where each class seems to have a varied system to manage student behavior. During classroom visitations, the principal reiterated her expectations that teachers create environments that promote positive relationships. Additionally, the CMO’s <i>Essence of Commitment Character Pillars of Dignity, Self-Discipline, Respectful Behavior, Hard Work, Cooperation, Kindness, Integrity, Creative Problem Solving, Fairness and Community &amp; Personal Responsibility</i> serve as the foundational principles upon which all climate and disciplinary actions are decided.</li>   <li>• <b><u>O8 – Professional Development:</u></b> The school has implemented a professional development plan for teachers and other staff that supports instructional practices. Topics include targeting students needs, and aligns with the education program set forth in the charter such as Readers and Writers Workshop, project based learning. The school’s calendar indicates that the organization allocates time for the professional development of its teaching staff on a weekly basis.</li>   <li>• <b><u>O9 – Stakeholder Communication and Involvement:</u></b> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. The schools website, use of PowerSchool, and Illuminate, a web based student information system has served as the primary tools used by the school to promote involvement and engage its stakeholders.</li>   <li>• <b><u>O12 – Clearances and Credentialing Compliance:</u></b> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<ul style="list-style-type: none"> <li>• <b><u>O1 – School Safety and Operations: School Safety Plan and Procedures:</u></b> The school has a partially developed system in place to ensure protection of students and staff health and safety. The school had limited evidence of emergency evacuation practice drills for fire, earthquake, and shelter-in-place. However, review of ESSA grid served as evidence of staff and other mandated reporters having received training on child abuse awareness and reporting in accordance with the requirements of AB1432.</li> </ul>	



- **O3 – Standards-Based Instruction:** The school has partially implemented grade-level appropriate standards-based instruction. While the school was able to provide evidence of standards based curriculum and other instructional materials, the extent to which student achieve grade level mastery in a standard based instructional program will be directly related to the proficiency of its teachers to execute and deliver a rigorous program. To this end, the school is demonstrating developing levels.
- **O4 – Meeting the Needs of all students; Subgroup Data Analysis:** The school has partially implemented the components of the charter’s instructional program designed to meet the learning needs of all students. Currently enrolled at the school are students in TK-1<sup>st</sup> only, many of the instructional needs of the students are being assessed. The school continues to create systems that ensures the accurate monitoring of students performance, and systems to address the needs of its students as determined by their performance data. The school provided evidence of summative reports on students’ progress thus far, but the reports did not include the performance of its numerically significant subgroups.
- **O5 – Implementation of Key Features of Educational Program:** The school has minimally implemented the key features of the educational program. The school currently serves only two of the five grades as outlined in the charter petition.
- **O11 – Evaluation of School Staff:** 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. At the time of the oversight visit, the school had three teachers that were hired by the founding principal who is no longer with the organization. The current principal reports that teachers are selected and evaluated based upon their ability to create and implement Common Core State Standards aligned lesson plans. Formal and informal observations are conducted weekly to provide ongoing feedback to the teaching staff.

Corrective Action Required

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

Notes:



**\*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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<b>Performance</b>	<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 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 checked="" type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1c)</b> <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1e)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.13 and B3A.4)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> (“ESSA Grid”) <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input 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"> <li>• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• School provides documentation of student immunization and</li> <li>• School provides documentation of health screening per applicable law and terms of the charter</li> <li>• School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<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 for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <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 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) <b>(B1.10)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b> <input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3.2c)</b> <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"> <li>• 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</li> <li>• Demonstrated evidence of implementation of the California Next Generation Science Standards</li> <li>• Obtained WASC accreditation <b>(high schools only)</b></li> <li>• Implemented a system to monitor student progress toward and completion of graduation and A-G requirements <b>(high schools only)</b></li> <li>• Received UC/CSU approval of courses (UC Doorways) <b>(high schools only)</b></li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input 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 checked="" 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 materials <b>(B3.3a)</b> <input type="checkbox"/> Evidence of implementation of CA NGSS <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments <b>(B3.3c) *new schools only</b> <input type="checkbox"/> WASC documentation <b>(B3.3d)</b> <input type="checkbox"/> UC Doorways course approval documentation <b>(B3.3d)</b> <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten <b>(B3.3i)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> 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"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input 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 checked="" 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 type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(3.3j)</b> <input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3b)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <b>(B2.2)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.2)</b> <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
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3.3k)</b> <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**

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

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- 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
<b>Performance</b>	<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 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	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <b>(B3.4a)</b> <input 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**

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence



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

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



<b>Performance</b>	<input 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 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**

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

- Engages in communication that notifies parents 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 checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d)



<b>Performance</b>	<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 type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b> <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b> <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 <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• SB 1375 Information</li> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> </ul>



	<ul style="list-style-type: none"> <li>• Student Achievement Information</li> </ul>
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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
<b>Performance</b>	<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 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 checked="" 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 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

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 2018-2019</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1 b and c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2a)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



2452	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 Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School															
Cash and Cash Equivalents		0	0	0	0		0	0	0	0		0	0	0	0
Current Assets		0	0	0	0		0	0	0	0		0	0	0	0
Fixed and Other Assets		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Assets</b>		0	0	0	0		0	0	0	0		0	0	0	0
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred In flow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		0	0	0	0		0	0	0	0		0	0	0	0
Total Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Net Income / (Loss)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Assets, End	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2452	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 Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School										
Cash and Cash Equivalents	0	0	0	0	0		0	222,576	0	0
Current Assets	0	0	0	0	0		0	327,366	0	0
Fixed and Other Assets	0	0	0	0	0		0	10,608	0	0
<b>Total Assets</b>	0	0	0	0	0		0	337,974	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	0	0	0	0		0	14,940	0	0
Other Long Term Liabilities	0	0	0	0	0		0	15,934	0	0
Unfunded OPEB Liabilities/Deferred In flow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	0	0	0	0	0		0	30,874	0	0
<b>Net Assets</b>	0	0	0	0	0		14,225	307,100	0	0
Total Revenues	0	0	0	0	0	0	1,107,816	1,463,280	0	0
Total Expenditures	0	0	0	0	0	0	1,093,591	1,156,180	0	0
<b>Net Income / (Loss)</b>	0	0	0	0	0	0	14,225	307,100	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
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	0	14,225	307,100	0	0
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	0	0	0	0	0	0	0
Net Assets, End	0	0	0	0	0	0	14,225	307,100	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	<p><b>2</b></p>
<p>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary opened in August 2018 and currently serves students in grades TK-1. A student count visit was conducted on August 30, 2018, which revealed that the school had a current enrollment of 78 students, which was below the projected enrollment referenced in the three-year budget submitted with the school’s charter petition. Based on the Charter Schools Division’s (CSD) observation that the school’s current enrollment was significantly below its projected enrollment, the CSD requested a revised three-year budget from the school.</p> <p>TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary’s fiscal condition is developing. The school is in its first year of operation, so there is no independent audit report on file with the Charter Schools Division.</p> <p>According to TEACH, Inc.’s independent audit report dated June 30, 2018, during Fiscal Year 2017-2018, TEACH, Inc. operated two schools (TEACH Tech Charter High, and TEACH Academy of Technologies). During Fiscal Year 2018-2019, with the opening of TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary, TEACH, Inc. operating three schools, all of which are authorized by the Los Angeles Unified School District (LAUSD). TEACH, Inc. is a California nonprofit public benefit corporation comprised of TEACH Public Schools, Inc. (the Charter Management Organization), and the three LAUSD-authorized charter schools referenced above. In addition, TEACH Inc. operates Cunningham &amp; 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 &amp; Morris, LLC is managed by TEACH, Inc. under a separate operating agreement. TEACH, Inc.’s fiscal condition is positive. TEACH, Inc., its related entities, and its charter schools reported positive net assets of \$1,790,494 and a net loss of <b>(\$316,341)</b>. TEACH Inc., without its charter schools, reported positive net assets of \$41,442 and a net loss of <b>(\$214,366)</b>. According to TEACH Public Schools, Inc., TEACH Preparatory Mildred S. Cunningham &amp; Edith H. Morris Elementary 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>	
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <ol style="list-style-type: none"> <li>1. The school’s fiscal condition is developing. The 2018-2019 Second Interim report submitted by the school projected positive net assets.</li> </ol>	





	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	N/A	N/A	N/A	N/A	\$307,100
Net Income/Loss	N/A	N/A	N/A	N/A	\$307,100
Transfers In/Out	N/A	N/A	N/A	N/A	\$0
Prior Year Adjustment(s)	N/A	N/A	N/A	N/A	\$0

**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 Public Schools Inc.’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 Response
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 school are responsible for managing the operations of the school. Thus, 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 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 #	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. The proper manager must approve all reimbursement requests 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, either the school’s Executive Director or its Chief Operating Officer verbally approved the employee expense reimbursements referenced above. The school further declared that, effective August 1, 2018; all approvals must be requested and documented through the school’s online procurement software, Office Books.

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.

The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

None noted.

**Notes:**

1. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary is in its first year of operation and there is no independent audit report on file with the CSD.
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 Checking Account Ending in X7835 (Imprest Account, Teach Academy)
  - b. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, Teach Academy)
  - c. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, Teach Tech High)
  - d. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, Teach Tech High)
  - e. Pacific Western Bank Checking Account Ending in X7850 (Operating Account, Teach Public Schools)
3. The school indicated that is currently 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. 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.
6. A Segregation of Duties review was conducted at TEACH Academy of Technologies. No discrepancies were noted.
7. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
8. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
9. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
10. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
11. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
12. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. Evidence of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
15. Equipment inventory was provided.
16. The 2018-2019 LCAP was submitted to LAUSD.



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

N/A

**Fiscal Operations Rubrics**

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The EPA allocation and expenditures are posted on the charter school’s website;</li> </ol>



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



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>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</p> <p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</p> <p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. Vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The EPA allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm; and</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a 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>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>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;</li> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. There is no apparent conflict of interest;</li> <li>9. Governing board approves any amendment(s) to the charter school’s budget; and</li> <li>10. Governing board approved LCAP is posted on the charter school’s website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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