



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

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR** **FOR**

TEACH ACADEMY OF TECHNOLOGIES - 5982

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.

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



Charter School Name:		TEACH Academy of Technologies			Location Code:	5
Current Address:		City:	ZIP Code:	Phone:	Fax:	
10045 S. Western Avenue		Los Angeles	90047	(323)777-2068	(323)351-2322	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			1	West		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
473		400	5-8		5-8	
Total Number of Staff Members:		Certificated:	Classified:			
32		19	13			
Charter School's Leadership Team Members:		Suzette Torres, Principal; Dr. Raul; Carranza, Superintendent				
Charter School's Contact for Special Education:		Cindy Marquez, RSP; Maria Pimienta, Assistant Superintendent				
CSD Assigned Administrator:		CSD Fiscal Services Manager:				
Dr. Gina T. Hughes		Allan Villamor				
Other School/CSD Team Members:		Christian Mendez, Wayne Moore, Andre Spicer, and Patricia Heideman				
Oversight Visit Date(s):		Fiscal Review Date (if different):				
November 14, 2019						
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		LAUSD Co-Location Campus(es) (if applicable):		N/A		
No		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		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	3	3	3



CHARTER RENEWAL CRITERIA

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

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 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



GOVERNANCE	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> • G2 – Brown Act Review Review of the materials indicate indicate the board has taken steps to strength their governance of schools they manage by their use of Board on Track. Board on Track is a web based platform that ensures Brown Act compliance, makes accessible to all legally required documents to the public, organizes and disseminates information and materials that ensures Brown Act compliance and includes evidence of providing reasonable accommodations, and remote access to all board meetings. • G3 - Due Process- 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. Uniform Complaint Policy and Procedures, as well as general complaint procedures, were not posted on the website at the time of the oversight visit nor were they included in the Parent/Student handbook. The school subsequently updated its website to include the aforementioned items prior to completion of this report. Binder included an “Employee Warning Notice” as evidence of the initial stages of disciplinary action and due process for employees. Disciplined employees receive an “Improvement Action Plan” that identifies areas for improvement, action steps, and the support needed from the organization, as well as follow up meeting date and frequency of ongoing that meetings required. • G4 – Staffing- 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. During the teacher focus group meeting it was reported that because the school has many new teachers, and the new school leader determined that all new staff requires additional classroom management training. • G5 – Data-Based Decision Making: The Governing Board regularly monitors school performance and other internal data to inform decision-making. Review of materials provided to evidence the governing boards’ databased decision-making, included only the following statement, “<i>The TEACH public Schools Governing Board review and analyzes school data via principal board reports and fiscal reports submitted at each regular meeting or when new academic data becomes available.</i>” Review of approved board minutes include agendized items such as School Site Reports that included enrollment, staffing, academics, and SBAC results. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<ul style="list-style-type: none"> • G1 – Governance Structure and Evaluation of School Leader(s)- The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandate committees/councils. The school did not provide evidence of having assembled federally mandated ELAC and SSC committees. Subsequently, the school stated that the ELAC committee meetings were scheduled for the 1st Tuesday of each month and the SSC committee meetings have been scheduled for the 1st Friday of each month. While not available on the date of the oversight 	



visit, the school later provided CSD with evidence of an ELAC meeting conducted on 12/6/19. Similarly, the school provide the CSD with a copy of the agenda for a 9/26/19 School Site Council Meeting and its initial SSC orientation.

- **G2 – Brown Act:** The Governing Board complies with most material provisions of the Brown Act. The most recent Brown Act Training was dated January 22, 2019 (2018/2019 Academic School Year). The Law Offices of Young, Minney, and Coor, LLP provided training. Agenda posting procedures was provided in the binder for review. The Superintendent of TEACH Public Schools recently notified the CSD that the 2019-2020 Brown Act training for board members is scheduled for February 26, 2020.

Corrective Action Required

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

Notes:

- N/A

****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.***



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school’s executive level leadership 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input checked="" 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"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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



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

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

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



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

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

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

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



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

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
<p><u>N/A</u></p>



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • <u>A1 – SBAC Subgroup ELA:</u> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019. African Americans grew by 7.42 percentage points; English Learners grew by 1.43 percentage points; Latino students increased by 4.65 percentage points; and Socioeconomically Disadvantaged increased by 4.82 percentage points. • <u>A2 – SBAC Subgroup Math:</u> The majority of subgroups demonstrated growth in CSAASPP Math performance from 2017-2018 to 2018-2019. African Americans increased by 7.69 percentage points, Latino increased by 2.55; Socioeconomically Disadvantaged grew by 4.20; and Students with Disabilities increased by 2.78 percentage points. • <u>A3 - SBAC School wide ELA:</u> The school wide percentage of students who Met and Exceeded Standards in the grades served by the school on the SBAC in ELA, 27.18% is at a rate higher than the Resident Schools Median of 18.79%. • <u>A4 – SBAC School wide Math:</u> The school wide percentage of students who Met and Exceeded standards in grades served by the school on the SBAC in Math, 10.84% is at a rate higher than the Resident Schools Median of 7.32 • <u>A7 – Long Term English Learners (Secondary schools):</u> The school's percentage of LTELs, 35.5%, is at a rate similar to the Resident Schools Median, 33.1%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> • <u>A5 – English Learner Reclassification:</u> The school reclassifies English Learners, 11.4%, is at a rate lower than the Resident Schools Median of 18.1%. In the school's written response provided to the CSD, it was reported that TAT teachers participated in professional development during the summer to analyze EL student performance data to identify strategies and instructional practices needed to meet students' area of need to be reclassified • <u>A6 – "At Risk" English Learners:</u> The school's percentage of "At Risk" English Learners, 8.6% is at a rate higher than the Resident Schools Median of 2.3%. The school states that both the ELA and ELD coordinators provide small group instruction to "At-Risk" 	



English Learners that demonstrate low or no progress on their formative and summative assessments. Their objective in the small group instructional sessions is to strengthen students listening, speaking, reading and writing, and thus their ability to reclassify by the end of the school year.

Corrective Action Required

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

Notes:

A8 – Four-Year Cohort Graduation Rate – No assessment of performance for this indicator.

A9 – Internal Assessments – No assessment of performance for this indicator.

- Reclassification Criteria for all applicable grade levels **(B2.4) Reclassification Criteria for EL student reclassification criteria will include:**
 - California Education Code Section 313[f] required criteria for reclassification:
 - o Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
 - o Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
 - o Parent opinion and consultation
 - o Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
 - LAUSD English Learner Master Plan reclassification requirements for English Learners:
 - o Annual ELPAC
 - o Teacher evaluation based on student grades/progress report marks
 - o Parent consultation and approval
 - o Basic Skills Assessment Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score. all applicable grade levels **(B2.4)**.

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



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

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

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

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

- Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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

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

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

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2018-2019 (CDE) 		
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Rubric		Sources of Evidence
Performance	<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 checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (within “Notes” section above) (B2.4) <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 2018-2019 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input checked="" type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1)

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

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

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)
	<input checked="" type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> Four-Year Adjusted Cohort Graduation Rate (CDE) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Graduation Requirements (within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted 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	

***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

<i>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 (SBAC) data as measured by:</i>	
<ul style="list-style-type: none"> The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates 	



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, Illuminate, or SBA Interim assessments).

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Orange

Change Level: Maintained

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Red

Change Level: Maintained

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Not Applicable

Change Level: Not Applicable

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Red

Change Level: Maintained

A15: GRADUATION RATE

Performance Level Color: Not Applicable

Change Level: Not Applicable

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Blue

Change Level: Maintained



NOTES:

N/A

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

- ♦ **Benchmark 1:** Increase reclassification of English Learners at a rate comparable to the District. **Benchmark Partially Met.** The school met the benchmark in 2015-2016, 2016-2017, 2017-2018, but not in 2018-2019.
- ♦ **Benchmark 2:** (a) Monitor all intervention programs for subgroups to meet or exceed annual targets as determined by CDE; and (b) Provide reports to the school’s governing board to support their ability to monitor progress. **Benchmark Met.** The Superintendent, the COO, and the Principal presented oral reports informing their Board of student progress schoolwide and for each numerically significant subgroup therefore meeting the benchmark.
- ♦ **Benchmark 3:** The school will provide a description to the CSD regarding the school’s system for accurate and timely reporting of reclassification in alignment with CALPADS window for submission. **Benchmark Met.** The school has met this benchmark by providing a description of its reporting process and procedures. To ensure internal data and compliance monitoring is appropriately managed, TEACH’s staff collaborates with the Chief Operating Officer to cross-reference enrollment information to ensure accurate input of student records in their Student Information System. Additionally, the organization has since hired a Director of Data and Instructional Technology.



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p><u>O1 – School Safety and Operations: School Safety Plan and Procedures:</u> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Evidence provided on the day of the visit included the school’s health and safety plan, provisions of on-site emergency supplies; child abuse mandated training; school’s visitor’s policy which was visible in the main office.</p> <p><u>O2 – Health & Safety-</u> 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 screening and emergency Epi-Pens. All classrooms visited during the oversight visit had emergency supplies; they have food and water for three days. Inspection of the school’s EPI pens, one expires next month (December 2019) and the other in January 2020.</p> <p><u>O3 – Standards-Based Instruction</u> – The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & NGSS. During the morning, meeting with the school leader it was reported that they have (a) increased differentiation of instruction using their blended learning model; (b) implementation of Digital Interactive agenda on Google Classroom; and (c) support of ELA and math coaches to support teaching proficiency. Prior to classroom observations, CSD staff were asked to look for (a) whiteboard configuration; (b) digital agendas; and (c) classroom management during classroom observations.</p> <p><u>O5 – Implementation of Key Features of Educational Program-</u> The school has substantially implemented the key features of the educational program described in the charter. This school’s innovative features focuses on the integration of technology has 1:1 capability, most classes had laptops in use for use of online programs, and their digital agendas.</p> <p><u>O10 – Stakeholder Communication and Transparency-</u> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website. The school’s website includes a page dedicated to the Charter Transparency Resolution which includes the organizations fiscal policy and procedures hand book, Title IX statement, Wellness Policy, Students Acceptable Technology Use Agreement; general complain form; Uniform Complaint Policy and Procedures; Math placement policy and the schools Media Release form.</p> <p><u>O11 – Evaluation of School Staff:</u> 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. At the time of the oversight visit, the school provided evidence of its evaluation tool for the Assistant Principal, Principal, Superintendent, and the Chief Executive Officer.</p> 	

Areas Noted for Further Growth and/or Improvement

- **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, including its subgroups, and partially modifies instruction based on data analysis. The school offers *Success Academy* as an intervention period to support students' needs. CSD observed and discussed with school leadership the use of adaptive software as primary means of differentiating instruction for students. However, in the student focus group discussions, it was reported, *"more staff members, stable teachers, teachers that will stay. Most of our teachers left and we have subs and we do not learn anything even when were about to graduate, math, science, and history and Spanish. We got bad grades because they just gave us books to read, we need to get some type of homework"* all of which student stakeholder feel would make the school better.
- **O6 – Special Education:** 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. At the time of the oversight visit, the school had two red IEPs, Welligent IEP200 report indicated 7 students had unscheduled IEPs; and four students had services were reported in Tiers 4, 5, or 6. After the visit the school provided CSD with evidence that is rectified all non-complaint IEPs, scheduled all past due IEPs and provided plans to correct those students that were still owed minutes of services.
- **O8 – Professional Development-** 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. During discussion with school leaders, the PD provided to new staff has been the priority, and little about differentiated PD to meet the needs of their experienced teachers. Currently, all PD emphasizes the use of student performance data; long-term PD goals is to highlight teacher accountability to the instructional expectation as defined by the instructional leader.
- **O12 – Clearances and Credentialing Compliance-** 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. On the day of the visit it was found that one vendor, *After Schools All Stars*, has a start date that preceded the vendor certification, 8/12/19 and 8/26/19. For those vendors that provide substitutes, it is the responsibility of the school to verify that TB and credential are current at the time of services.

Corrective Action Required

- None noted at the time of this report that would affect scores.



Notes:

- **O2 – Health & Safety-** Inspection of the school’s EPI pens, one expires next month (December 2019) and the other in January 2020, which must be replaced no later than December 31, 2019.

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the 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 adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> • For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • School provides documentation of student immunization and • School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry) • School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen • Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day • Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED) 	
Rubric	Sources of Evidence



Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 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) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) Expiring EpiPens <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

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



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

The school:

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input 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 checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

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



O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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
Performance	<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 checked="" 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 checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" 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
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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



Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input 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 checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" 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, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements **(high schools only)**
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020

Rubric	Sources of Evidence
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Performance	<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 type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (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) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

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



• Per AB 2020, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
 **required on website

Rubric		Sources of Evidence
Performance	<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 checked="" 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 type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input type="checkbox"/> Evidence of implementation of AB 2020 (B3.4e) <input type="checkbox"/> Other: (Specify)

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
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Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current • The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



Performance	<input 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 checked="" 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 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A



5982	2016-17					2017-18					2018-19				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
TEACH Academy of Technologies															
Cash and Cash Equivalents		834,538	1,375,410	1,310,139	1,310,139		1,451,100	1,414,000	697,652	697,651		0	1,436,299	1,118,621	0
Current Assets		1,390,879	1,857,782	1,786,225	1,789,374		2,128,848	2,109,661	1,369,184	1,369,182		0	2,246,537	1,928,951	0
Fixed and Other Assets		428,701	52,346	207,335	207,333		385,361	409,561	941,765	996,610		0	1,098,326	1,204,950	0
Total Assets		1,819,580	1,910,128	1,993,559	1,996,707		2,514,209	2,519,222	2,310,949	2,365,792		0	3,344,863	3,133,901	0
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		143,251	88,145	111,026	166,415		185,321	175,504	159,645	214,490		0	172,287	160,360	0
Long Term Liabilities		0	0	78,652	78,652		191,422	191,423	191,426	191,426		0	588,797	586,573	0
Total Liabilities		143,251	88,145	189,678	245,067		376,742	366,927	351,071	405,916		0	761,084	746,933	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		1,676,329	1,821,983	1,803,882	1,751,640		2,137,467	2,152,295	1,959,878	1,959,876		2,501,384	2,583,779	2,386,968	0
Total Revenues	3,804,928	4,324,964	4,582,844	4,435,631	4,380,242	4,217,247	4,743,536	4,679,539	4,709,401	4,709,402	5,281,697	5,735,501	5,670,805	5,554,182	0
Total Expenditures	3,774,573	3,528,283	3,640,509	3,511,398	3,508,250	4,028,816	4,357,712	4,278,884	4,501,165	4,501,166	4,758,392	5,193,995	5,046,902	5,127,090	0
Net Income / (Loss)	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236	523,305	541,506	623,903	427,092	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	30,355	796,681	942,335	924,234	871,992	188,431	385,824	400,655	208,236	208,236	523,305	541,506	623,903	427,092	0
Net Assets, Beginning	833,986	871,852	871,852	871,852	879,648	1,821,983	1,803,882	1,803,882	1,751,642	1,751,640	2,315,791	1,959,878	1,959,876	1,959,876	0
Adj. for restatement / Prior Yr Adj	0	7,796	7,796	7,796	0	0	(52,239)	(52,242)	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	833,986	879,648	879,648	879,648	879,648	1,821,983	1,751,643	1,751,640	1,751,642	1,751,640	2,315,791	1,959,878	1,959,876	1,959,876	0
Net Assets, End	864,341	1,676,329	1,821,983	1,803,882	1,751,640	2,010,414	2,137,467	2,152,295	1,959,878	1,959,876	2,839,096	2,501,384	2,583,779	2,386,968	0

5982	Audited Financials					2019-20				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
TEACH Academy of Technologies										
Cash and Cash Equivalents	324,602	1,310,139	697,651	0	0		0	0	0	0
Current Assets	846,864	1,789,374	1,369,182	0	0		0	0	0	0
Fixed and Other Assets	477,230	207,333	996,610	0	0		0	0	0	0
Total Assets	1,324,094	1,996,707	2,365,792	0	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	131,004	166,415	214,490	0	0		0	0	0	0
Other Long Term Liabilities	313,442	78,652	191,426	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	444,446	245,067	405,916	0	0		0	0	0	0
Net Assets	879,648	1,751,640	1,959,876	0	0		0	0	0	0
Total Revenues	3,206,915	4,380,242	4,709,402	0	0	5,995,795	0	0	0	0
Total Expenditures	3,242,785	3,508,250	4,501,166	0	0	5,569,619	0	0	0	0
Net Income / (Loss)	(35,870)	871,992	208,236	0	0	426,176	0	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(35,870)	871,992	208,236	0	0	426,176	0	0	0	0
Net Assets, Beginning	915,518	879,648	1,751,640	0	0	2,583,779	0	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	915,518	879,648	1,751,640	0	0	2,583,779	0	0	0	0
Net Assets, End	879,648	1,751,640	1,959,876	0	0	3,009,955	0	0	0	0



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p>						3
<p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>						
<p>TEACH Academy of Technologies’ fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$1,959,876 and net income of \$208,236. The 2018-2019 Unaudited Actuals project positive net assets of \$2,386,968 and net income of \$427,092.</p>						
<p>According to TEACH, Inc.’s independent audit report dated June 30, 2018, TEACH Academy of Technologies is one of three schools operated by TEACH, Inc. TEACH, Inc. currently has three schools that are authorized by the Los Angeles Unified School District (LAUSD). TEACH, Inc.’s fiscal condition is strong. TEACH, Inc. and its charter schools reported positive net assets of \$1,790,494 and a net loss of (\$316,341). TEACH, Inc., without its charter schools, reported positive net assets of \$41,442 and a net loss of (\$214,366). According to TEACH Inc., TEACH Academy of Technologies pays monthly management fees of 9.5% 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>Areas of Demonstrated Strength and/or Progress:</p>						
<p>1. The school’s fiscal condition is positive.</p>						
	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Unaudited Actuals)	2019-2020 (Preliminary Budget)	
Net Assets	\$879,648	\$1,751,640	\$1,959,876	\$2,386,968	3,009,955	
Net Income/Loss	(\$35,870)	\$871,992	\$208,236	\$427,092	\$426,176	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from TEACH, Inc. (including bank statements, bank reconciliations, credit card statements, and check registers) for the three TEACH, Inc. charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these TEACH, Inc. charter schools, to assess overall compliance with TEACH, Inc.’s *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to TEACH, 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, 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, Inc. charter school.

1. Preapproval of Purchase Orders:

Based on the CSD’s review of the school’s check register for the period from March 2019 to August 2019, a sample of 30 transactions were selected for further review. The CSD noted two vendor payments that lacked evidence of one or more of the following: written preapproval documentation, a purchase order form, an executed contract, or other equivalent supporting documentation. The two items in question are summarized below.

Item #	Check #	Check Issuance Date	Payee	Check Amount	Transaction Description
1	71253	6/24/2019	The Aptus Group, Inc.	\$9,251.00	Special Education Services
2	71299	8/26/2019	AB Print	\$1,513.93	Printing Services

Page 9 of TEACH’s Fiscal Policies & Procedures states that non-recurring purchases should be accompanied by a purchase order, which must be approved by the Executive Director, Superintendent, or Chief Operating Officer/Chief Financial Officer.

Page 6 of TEACH’s Fiscal Policies & Procedures states that, prior to contracting for services, an assessment of in-house capabilities will be completed. Except as otherwise provided in these policies, the Executive Director, Superintendent, or Chief Operating Officer/Chief Financial Officer may enter into contracts and agreements up to \$50,000 without governing board approval (provided authorized sufficient funds sufficient for the contract or agreement are available and within the school’s board-adopted budget).

Per TEACH, the order for AB Print was approved by the Superintendent, but no purchase order exists. The CSD noted that TEACH’s fiscal policies and procedures authorize the Superintendent to approve a transaction of this nature.



Per TEACH, the payment to the Aptus Group was for Special Education services, for which TEACH states preapproval is not required. However, the CSD notes that TEACH’s fiscal policies do not indicate that Special Education services are exempt from preapproval.

The CSD recommends that the organization ensure adherence to its governing board-approved fiscal policies and procedures, including the guidance provided specifying the need for advance written approval relative to contracts/agreements for service providers.

2. Overdraft Fees:

The CSD noted an overdraft fee that was assessed against the Pacific Western Bank Checking Account Ending in X7876 during the month of June 2019 (in the amount of \$35). The CSD was informed that the account in question is an imprest account, primarily used for issuing checks that are for emergency situations and/or special transactions. This issue was also referenced in the school’s 2018-2019 Annual Performance-Based Oversight Visit Report.

During the previous year’s fiscal review (2018-2019), the school acknowledged its neglect in maintaining sufficient funds in this account, and advised the CSD that steps would to be taken to monitor this account more stringently and ensure that adequate funds would always be available to cover any checks written. During the current year’s fiscal review (2019-2020) fiscal, the school stated that it would implement the following steps to prevent future overdrafts: 1. TEACH will increase the minimum balances in its imprest accounts to \$10,000, and 2. TEACH will its checking account balances and outstanding checks prior to signing new checks— to verify that these accounts contain sufficient funds.

The CSD recommends that the organization update its fiscal policies and procedures to include detailed procedures regarding the ongoing monitoring of cash balances for all of its bank accounts, as well as detailed guidelines on the use of its imprest accounts.

3. Outstanding Checks:

Based on the CSD’s review and analysis of a sample of bank reconciliation reports prepared by the school’s back office services provider firm (currently, Charter Impact), the CSD noted a check drawn on the school’s Operating Account Ending in X7843 that, as of August 31, 2019, had been outstanding for 157 days (Check # 61600, in the amount of \$2,825.00, dated 3/27/2019 and payable to J.P.D. Welding). This issue was also referenced in the school’s 2018-2019 Annual Performance-Based Oversight Visit Report.

Page 11 of TEACH’s Fiscal Policies & Procedures states that Charter Impact will examine all checks issued in terms of checks’ issuance dates, payee names, cancellation information, and endorsements. Any discrepancies regarding either paid checks or any checks outstanding for 90 days or more will be researched and, if applicable, deleted from the accounting system.

The school previously acknowledged that its checks outstanding for 90 days or more were not deleted from its accounting system. According to the school, these checks are still considered valid. Further, the school contends that its practice conforms to the protocol of the financial institution where their checking accounts are held (which, per the school, deems checks valid for up to six months after the date of issuance).



The CSD recommends that the school adhere to its governing board-approved fiscal policies and procedures, and update its policies to include details regarding the steps taken to research and resolve its outstanding checks.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing 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)

None

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from March 2019 through August 2019. Selected the months of June, 2019, July 2019 and August 2019 for sample testing. Discrepancies were noted for further growth and/or improvement above.
 - a. Pacific Western Bank, Account Ending in 1471 (Operating Account, TEACH Elementary)
 - b. Pacific Western Bank, Account Ending in 1489 (Imprest Account, TEACH Elementary)
 - c. Pacific Western Bank, Account Ending in 7835 (Imprest Account, TEACH Academy)
 - d. Pacific Western Bank, Account Ending in 7843 (Operating Account, TEACH Academy)
 - e. Pacific Western Bank, Account Ending in 7876 (Imprest Account, TEACH Tech High)
 - f. Pacific Western Bank, Account Ending in 7868 (Operating Account, TEACH Tech High)
3. The school indicated that it currently has no credit cards.
4. Reviewed the following 30 checks. Discrepancies were noted for further growth and/or improvement above.
 - a. Check numbers: 1084, 10034, 10063, 10090, 10095, 10097, 10101, 61736, 61745, 61757, 61765, 61771, 61773, 61781, 61782, 61784, 61802, 61805, 61815, 61818, 61865, 71249, 71250, 71253, 71270, 71277, 71283, 71284, 71299, and 71312
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$697,651 and total expenditures equal \$4,501,166. Therefore, the school's cash reserve level is 15.50%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at TEACH Academy of Technologies. No discrepancies were noted.
8. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
9. Pursuant to AB 1871, a signed written statement that indicates that TEACH Academy of Technologies is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
10. TEACH Academy of Technologies did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
11. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
12. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
13. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
14. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
15. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
16. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.



- 17. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
- 18. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
- 19. Evidence of TEACH Academy of Technologies offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
- 20. Equipment inventory was provided.
- 21. The 2019-2020 LCAP was submitted to LAUSD.
- 22. The most current LCAP is posted on the charter school's website.
- 23. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
- 24. The most current Audited Financial Statements are posted on the charter school's website.
- 25. The 2017-2018 audited and unaudited actuals nearly mirror each other.

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

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



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



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

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



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

- 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;
- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school’s budget.

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

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

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



A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

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

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;
4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
8. The most current governing board-approved LCAP are posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

New Schools:

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.

Note: 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.

Note: 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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: TEACH Academy of Technologies

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 11/14/2019

<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.