



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

### ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

### 2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*

### FOR

### TEACH TECH CHARTER HIGH - 7608

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### 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.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



<b>Charter School Name:</b>		<b>TEACH Tech Charter High</b>			<b>Location Code:</b>	<b>7608</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
10616 S. Western Avenue		Los Angeles	90047	(323)872-0707	(323)287-0051	
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2019 to June 30, 2024			1	West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>-11</b>		
429	440					
<b>Grades Currently Served</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>-2.50%</b>		
9-12	9-12					
<b>Norm Enrollment Number:</b>		430				
<b>Total Number of Staff Members:</b>	34	<b>Certificated:</b>	20	<b>Classified:</b>	17	
<b>Charter School's Leadership Team Members:</b>		Dr. Monique Woodley, Principal; Michael Ellis, Assistant Principal				
<b>Charter School's Contact for Special Education:</b>		Jazmin Haydel, Counselor				
<b>CSD Assigned Administrator:</b>	Gina T. Hughes, Ed.D.		<b>CSD Fiscal Services Manager:</b>	Allan Villamor		
<b>Other School/CSD Team Members:</b>	N/A					
<b>REMOTE Oversight Visit Date(s):</b>	February 19, 2021		<b>Fiscal Review Date (if different):</b>			
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	No	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		N/A		
		<b>Date of Co-Location meeting with Operations Team:</b>		N/A		

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



## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, 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 positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	<b>4</b>

Areas of Demonstrated Strength and/or Progress

- G1 – Governance Structure and Evaluation of School Leader(s):** The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). Submitted for review was the organizational chart that includes SSC, CMO level, and site level leadership positions; Bylaws dated 11/13/17; current roster of board members board meeting agenda and approved minutes; board minute calendar; evidence was provided that the school conducts its mandated councils (i.e., ELAC and SSC) meetings via Zoom; Evaluation of school leadership included the Assistant Principal, Chief Executive Officer, Principal and Superintendent;
- G2 – Brown Act:** The Governing Board complies with all material provisions of the Brown Act. The school provided a copy of the training materials used by Young, Minney & Coor, LLP for the “*Understanding the Brown Act*”; also provided was a statement regarding board agenda posting procedures. TEACH Tech High School provides transparency to the governing board meeting activity via *Board on Track*, a web-based platform to assist governing boards to maintain Brown Act compliance. The school’s website includes links to TEACH board meeting agendas and minutes are made available to the public.
- 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. The school’s Parent/Student Handbook included a description of the due process afforded to stakeholders via the Uniform Complain Procedures, General Complaint Procedures, and student discipline. TEACH’s COO reports that “we (TEACH Public Schools) utilizes outside independent arbitrators where internal arbitrators could have conflicts of interest. These include independent legal counsel & and HR experts.”
- G5 – Data-Informed Decision Making:** The Governing Board regularly monitors school performance and other internal data to inform decision-making. CSD staff observed TEACH Public School’s 3/17/21 governing board meeting where school principals provided board members with an update/overview of school performance and operational updates. Principal report was generated by the board, the fiscal report also includes ADA, and other data based upon board request. Documents submitted for review via Dropbox included a confidential monthly board report that includes school enrollment; ADA percentages; technology updates which quantifies number of laptops distributed and hotspots available for student use; NWEA Math, Language, and Reading overall performance percentiles and RIT scores.



Areas Noted for Further Growth and/or Improvement

- N/A

Corrective Action Required

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

Notes:

- CSD staff attended the TEACH Public Schools governing board meeting on March 17, 2021 via Zoom. During the meeting (a) shared updates on conversations with CMO's legal counsel regarding proposed affiliation with Public Policy Institute; (b) TEACH board voted in favor of reopening their schools by April 1, 2021; CFO informed board that TEACH Las Vegas was approved on 1/26/2.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of 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"> <li>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</li> <li>Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b></li> <li><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b></li> <li><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b></li> <li><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b></li> <li><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**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"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>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</li> <li>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</li> <li>Governing Board meetings are held in accordance with the requirements of SB 126</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input 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
<b>Performance</b>	<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, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

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

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

Rubric		Sources of Evidence
<b>Performance</b>	<input 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) <b>(B1.10)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)





**G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure ongoing:</i>			
<b>Rubric</b>			
<b>Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)</li> </ul>			
<b>Performance</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>		



**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
<b>Performance</b>	<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, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

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



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	<b>2</b>
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" 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 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"> <li>• <b><u>A1- Dashboard Schoolwide ELA Indicator:</u></b> The schoolwide Dashboard ELA Indicator color is <b>Orange</b>. TTCH’s DFS is <b>-19.7</b> which is lower than the state’s -2.5 DFS.</li> <li>• <b><u>A6- Dashboard Schoolwide Suspension Rate Indicator:</u></b> The schoolwide Dashboard Suspension Rate Indicator color is <b>Blue</b> with 0.0% students suspended at least once, compared to the state’s 3.4%. School leader attributes the decline in student suspension rates with the implementation of PBIS, alternate means of discipline, time in training with LACOE, and peer mediation.</li> <li>• <b><u>A7 – Dashboard Schoolwide Graduation Rate</u></b> (Grades 9 -12 only); The schoolwide Dashboard Graduation Rate Indicator color is <b>Green</b>, where 90.0% of TTCH’s students graduated compared to the state’s 85.9%.</li> <li>• <b><u>A8 – Dashboard Subgroup ELA:</u></b> All numerically significant subgroups (Latino and Socioeconomically Disadvantaged) have “Status/Distance From Standard (DFS)” scores above the statewide averages: Latino’s DFS was -4.6, compared to the state’s DFS was -26.6; Socioeconomically Disadvantaged’s DFS was -10.5 compared to the state’s DFS -10.5.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• <b><u>A2- Dashboard Schoolwide Math Indicator:</u></b> The schoolwide Dashboard Math Indicator color is <b>Red</b>. TTCH’s DFS is <b>-120.3</b> which is lower than the state’s -33.5 DFS. The school submitted detailed plans to improve the overall math performance of students by the following actions: (a) restructured math department to include math support in 9<sup>th</sup> and 10<sup>th</sup> grade; (b) implemented math department chairperson to support new math team; (c) weekly lesson plan reviews, classroom observations and digiCoach reviews; (d) provide students with IEPs with extra assistance via push-in/pull-out sessions; and (e) share NWEA growth with parents for reflection and review.</li> <li>• <b><u>A4- Dashboard Schoolwide College/Career Indicator (CCI):</u></b> The schoolwide Dashboard CCI color is Orange, where 32.8% of TTCH’s students are “prepared, compared to the state’s 44.1%. The school leader attributes the CCI performance indicator rating to “SBAC scores in Math and</li> </ul>	



English have played a large part in this data point.” To make improvements the leadership team will (a) manage the senior caseload; (b) meet with parents quarterly to discuss senior on track status for graduation; and (c) provide students with Apex course to recover any needed credits.

- **A9 – Dashboard Subgroup Math:** None of the school’s numerically significant subgroups (Latino and Socioeconomically Disadvantaged) have “Status/DFS” scores above the statewide averages. Latino’s DFS was **-102.6** compared to the state’s -62.2 DFS; Socioeconomically Disadvantaged -113.4 DFS compared to the state’s **-63.7**. **See A2** for school’s plan for improvement in this performance indicator.
- **A10 – Dashboard Subgroup College/Career Indicator** (CCI) (Grades 9 -12 only): Less than a majority of the numerically significant subgroups percentage of prepared students are above the statewide averages. Latino’s 43.6% compared to the states 36.1%; Socioeconomically Disadvantaged’s 31.7% compared to the state’s 35.8%. **See A4** for school’s plan for improvement for this performance indicator.
- **A11 – English Learner Reclassification:** The school reclassifies English Learners at a rate of 7.5%, lower than the state average of 13.8%. School leaders noted that 18% of ELs scored proficient on ELPAC, yet they struggled with ELA; leaders concluded that must close comprehension gaps, to achieve this the school purchased iLiterture to be used during designated support class for English Learners. The school leaders are now focusing on teacher planning with ELs in mind, utilizing turn and talk strategies, effective use of instructional aide that push into classes with high percentage of ELs.

Corrective Action Required

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

Notes:

- **A3- Dashboard Schoolwide English Learner Progress Indicator (ELPI):** The schoolwide Dashboard ELPI Indicator has No Color and therefore is N/A.
- **A5- Dashboard Schoolwide Chronic Absenteeism Indicator** – N/A to High School

TEACH Public Schools uses the LAUSD Master Plan whose reclassification criteria is as follows:

- Summative ELPAC by achieving an overall performance Level 4
- Teacher Evaluation with a grade of C or better in English or an LTEL course
- Basic Skills Assessment: Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score or Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (Grades 11 only)
- Parent Opinion and Consultation- via the Notification of Reclassification letter.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.***



**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)



**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>





<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

*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) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

*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) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within “Notes” section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower <b>(Additional info within “Notes” section above) (B2.4)</b> <input checked="" type="checkbox"/> Rate of “LTELs” in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower <b>(Additional info within “Notes” section above) (B2.4)</b>



**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, 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 “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school’s current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
<b>Perfor man</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b> <input type="checkbox"/> Other: (Specify)



	<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</b>
N/A



**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)**

*The CSD reviewed the Learning Continuity and Attendance Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Information</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> In-Person Instructional Offerings               <ul style="list-style-type: none"> <li>Actions Related to In-Person Instructional Offerings</li> </ul> </li> <li><input checked="" type="checkbox"/> Distance Learning Program which includes:               <ul style="list-style-type: none"> <li>Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program</li> </ul> </li> <li><input checked="" type="checkbox"/> Pupil Learning Loss               <ul style="list-style-type: none"> <li>Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss</li> </ul> </li> <li><input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being</li> <li><input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach</li> <li><input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Continuity Plan (B2.7)</li> <li><input type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>

Notes:

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>4</b>
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> <li>• <b><u>O1 – School Safety and Operations:</u></b> 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. Materials submitted via Dropbox and reviewed included SB187 Compliant Comprehensive School Safety Plan adopted July 2020; list of emergency contact numbers and email address for persons identified on the Incident Command Chart; the school’s visitors policy; calendar of scheduled earthquake, fire, lock down/shelter in place; and active shooter drills as well as a PowerPoint presentation on drill instructions; roster of staff that completed Child Abuse Mandated Reporting and Blood borne pathogens; and copy of the school’s Suicide Prevention Policy.</li> <li>• <b><u>O2 – Health and Safety:</u></b> 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. (a) Evidence of a COO for the property at 10616 S. Western; (b) student’s school identification card, that includes suicide hotline numbers on the back of the card; (d) the school provided a picture of two EPI Pen boxes both with an expiration date of 11/2021; the school identified three persons received training on the use of Epi-Pen for the 20/21 school year; (f) submitted picture of an AED; (e) school provided a “2020-2021 Alternative Income Form” and Parent Square communication which outlines how students have access to meals in compliance with AB1871.</li> <li>• <b><u>O3 – Standards Based Instruction:</u></b> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS and CA NGSS. School organized its SBI in content specific folders (i.e., English, History, Math, PEEL, and Science); folders included a blank template of a <i>Collaboration Log</i> which specifies the type of collaboration, a meeting focus, and next steps. Department meetings are organized around the <i>Collaboration Log</i>. Materials submitted for review via DropBox included teachers’ Distance Learning Weekly Overview which outlines content standards, 3-part objections (conditions, behavior, criteria); assessments; focus questions; checks for understanding; writing; cultural real-world connections. School leader also provided list of UC Doorways approved courses for the 2020/2021 SY; and WASC summary report which affirms “the rigor of AP classes helps TTCHS remain competitive with the surrounding communities.”</li> <li>• <b><u>O4 – Meeting the Needs of All Students; Subgroup Data Analysis-</u></b> 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. Evidence of their system for assessing and monitoring the needs of all student subgroups. CSD staff reviewed class rosters of math and ELA NWEA student performance which requires teachers to highlight ELs, SPED, and those that are in both subgroups. Teachers must then describe how instruction will be differentiated to meet their needs of the targeted groups as well as high performing students. Also reviewed “student period by period academic grades tracking form which is used for a reflective conversation for students that asks (a) what implications for learning is</li> </ul>	



evidenced by their grades' (2) what supports are needed to help you succeed in classes with low grades; (3) what are their academic goals moving forward; ELD course syllabus; Distant Learning lesson plans with differentiation methods and strategies; subgroups smart goal data analysis, etc..

- **O6 – Special Education:** 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. On the day of the visit CSD staff reviewed Welligent reports SER 300, IEP 200, and List of Active Staff with Access. The school's leader provided an updated list of active users that included 15 persons requiring removal. Two cases of SPED Services identified as past due were the result of the service providers contracting COVID virus and unable to provide serves as required. LAUSD's COP assigned administrator reports that (a) the school successfully completed their corrective actions noted in their 19/20 DVR; (b) one of the RSTs is doing an excellent job of documenting attempts and communications in the meeting tab; and (c) 8.8% of service records are in Tier 4-5; and 73% of service records are in Tier 1.
- **O7 – School Climate and Student Discipline:** The school has a highly developed school climate and student discipline system in place that is aligned with the principals of the Discipline Foundation Policy and School Climate Bill of Rights. The school's 2019/2020 suspension rate is 0%, assigned color of Blue which is higher than the state's rate 3.4%, and Yellow color was assigned. Materials provided were (a) evidence of conducting SSPT meetings, (b) "Way to Go Wednesdays" intending to highlight one of the school's values/character pillars; (c) list of clubs that are still offered, sponsoring teacher, zoom link to participate; bullying policy; monitoring of students synchronous attendance and asynchronous work submission.
- **O8 – Professional Development:** The school has implemented a professional development plan for teachers and other staff that supports instructional practice, targets identified needs, and aligns with the education progr4am set forth in the charter. Professional Development topics included Instruction for English Learners; Subgroups EL, SPED, and 504 PBL Google Form (Data Collection); Differentiation of Learning; Standards Based Grading; WASC Accreditation; Project Based Learning; PBIS in a virtual environment; Self-Care Group for Grades 9-12.
- **O9 – Stakeholder Communication and Involvement:** The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. CSD staff reviewed materials in Dropbox which included document dated 2/1/21 inviting parents to a zoom meeting on AB1104 and AB2022; notification to parents entitled "Annual Notice to Parents of Transferability of Course Credit" dated 1/28/21; ELAC Zoom meeting held on 9/17/20; copy of electronic weekly updates; copy of Title 1 Parent and Family Engagement Policy; SSC Zoom meeting invitation.
- **O10 – Transparency for Stakeholders (check website)-** The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The school's website included upcoming events and other important information pertaining to school operations; Board on Track, a web-based platform used to assist governing boards remain Brown Act compliant. The *Board on Track* link is easily accessible and has the list of scheduled board meetings for the 20/21SY. The school's website includes access to the following: approved charter; LCAP, Title IX contact; Suicide Prevention Policy; General Complaint Procedures; and UCP Complaint procedures.



- **O11 – Evaluation of School Staff:** The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school’s education program yields high student achievement and complies with all applicable legal requirements. The school posted the 2015/16 College Ready Leadership Framework as the evaluation tool used for the principal and assistant principal. The evaluation is scored on 1-4 scale to measure their strategic leadership, instructional leadership, school culture leadership, human resource leadership, stakeholder leadership, managerial leadership; teacher evaluation is scored as met/not met on each of the California Standards for the Teaching Profession and each element within each standard, and a rubric was provided measure teacher practice to determine if standard was met/or not met. Classified employees have a two-page evaluation which is scored on a 5-point scale which measures quality and quantity of work, initiative, accepts responsibility, and rapport with others. The school leader adds that with distance learning digiCOACH Remote Learning Rubric was a new platform for all teachers to measure their effectiveness in the new modality The digiCOACH Remote Learning Rubric is a researched rubric for online teaching practices and are influenced by organizations like CUE and ISTE, as well as the standards available in the National Standards for Quality Online Learning.
- **O12 – Clearances and Credentialing Compliance:** The school implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.

Areas Noted for Further Growth and/or Improvement

- N/A

Corrective Action Required

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

Notes:

- None.

***\*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 Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) 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
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

<p><b><i>The school has a system in place to ensure that:</i></b></p> <ul style="list-style-type: none"> <li>• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• School provides documentation of student immunization and</li> <li>• School provides documentation of health screening per applicable law and terms of the charter (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)</li> <li>• School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law</li> <li>• Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day</li> <li>• Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)</li> <li>• Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b></li> <li><input type="checkbox"/> Evidence of health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

<p><i>The school has:</i></p> <ul style="list-style-type: none"> <li>• Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served</li> <li>• Obtained WASC accreditation (<b>high schools only</b>)</li> <li>• Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<b>high schools only</b>)</li> <li>• Received UC/CSU approval of courses (UC Doorways) (<b>high schools only</b>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" 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 &amp; CA NGSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><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 &amp; CA NGSS</li> <li><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 &amp; CA NGSS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input checked="" type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE</li> <li>• Disaggregates and analyzes data on a regular basis to address individual student needs</li> <li>• Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• Has appointed a designee to assist and support foster youth</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" 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</li> <li><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</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><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 <b>(B3.3j)</b></li> <li><input type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b></li> <li><input type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b></li> <li><input type="checkbox"/> <b>Virtual Classroom observation</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**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>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<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 <b>(B3.4b)</b> <input type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter <b>(B3.3k)</b> <input checked="" type="checkbox"/> <b>Virtual classroom observation</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs</li> <li>• Provides special education training for staff</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <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	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> <b>Virtual classroom observation</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**07: 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 procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> Interview of stakeholders</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><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</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b></li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><b>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>• 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 (<b>high schools only</b>)</li> <li>• 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/Learning Continuity and Attendance Plan</li> <li>• Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources</li> </ul>
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	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><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 <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>





**O10: TRANSPARENCY FOR STAKEHOLDERS- 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, and is presented in English and applicable languages as required by law
- 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 2022, 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
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed 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 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 system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders ( <b>B3.4e</b> ) for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 ( <b>B3.4e</b> ) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 ( <b>B3.4e</b> ) <input type="checkbox"/> Other: (Specify)



**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school’s educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" 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</li> <li><input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**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"> <li>All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.</li> <li>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</li> <li>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</li> <li>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</li> </ul>		
	Rubric	Sources of Evidence



<b>Performance</b>	<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 checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**



Annual Performance-Based Oversight Visit Report

7608	2017-2018					2018-2019					2019-2020				
	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
<b>TEACH Tech Charter High</b>															
Cash and Cash Equivalents		13,399	76,571	0	(27,268)		0	309,243	44,260	44,260		596,922	396,105	1,063,645	1,063,645
Current Assets		513,086	509,745	571,906	544,638		0	1,083,592	896,784	962,264		1,511,078	1,339,968	1,721,454	1,719,151
Fixed and Other Assets		57,782	59,932	59,718	59,720		0	78,276	143,385	143,384		106,418	141,521	122,788	122,788
<b>Total Assets</b>		<b>570,867</b>	<b>569,677</b>	<b>631,624</b>	<b>604,358</b>		<b>0</b>	<b>1,161,868</b>	<b>1,040,169</b>	<b>1,105,648</b>		<b>1,617,496</b>	<b>1,481,489</b>	<b>1,844,242</b>	<b>1,841,939</b>
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		142,732	145,575	257,722	230,455		0	107,606	99,676	176,990		75,646	69,995	129,024	128,940
Other Long Term Liabilities		139,545	207,249	387,649	387,649		0	654,291	662,913	662,914		899,492	18,969	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>282,277</b>	<b>352,824</b>	<b>645,371</b>	<b>618,104</b>		<b>0</b>	<b>761,897</b>	<b>762,589</b>	<b>839,904</b>		<b>975,138</b>	<b>88,964</b>	<b>129,024</b>	<b>128,940</b>
<b>Net Assets</b>		<b>288,591</b>	<b>216,853</b>	<b>(13,747)</b>	<b>(13,746)</b>		<b>470,541</b>	<b>399,971</b>	<b>277,580</b>	<b>265,744</b>		<b>642,358</b>	<b>1,392,525</b>	<b>1,715,218</b>	<b>1,712,999</b>
Total Revenues	4,235,854	4,172,106	3,973,616	3,915,600	3,915,600	5,385,627	5,640,942	5,349,454	5,244,253	5,265,767	6,502,682	6,401,191	6,059,791	5,928,050	5,917,600
Total Expenditures	3,790,120	4,071,407	3,944,657	4,117,239	4,117,240	4,385,685	5,156,654	4,935,736	4,952,926	4,986,277	6,034,940	6,036,413	4,933,010	4,478,576	4,470,345
<b>Net Income / (Loss)</b>	<b>445,734</b>	<b>100,699</b>	<b>28,959</b>	<b>(201,639)</b>	<b>(201,640)</b>	<b>999,942</b>	<b>484,288</b>	<b>413,718</b>	<b>291,327</b>	<b>279,490</b>	<b>467,742</b>	<b>364,778</b>	<b>1,126,781</b>	<b>1,449,474</b>	<b>1,447,255</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>445,734</b>	<b>100,699</b>	<b>28,959</b>	<b>(201,639)</b>	<b>(201,640)</b>	<b>999,942</b>	<b>484,288</b>	<b>413,718</b>	<b>291,327</b>	<b>279,490</b>	<b>467,742</b>	<b>364,778</b>	<b>1,126,781</b>	<b>1,449,474</b>	<b>1,447,255</b>
<b>Net Assets, Beginning</b>	<b>172,148</b>	<b>193,594</b>	<b>193,594</b>	<b>187,892</b>	<b>187,894</b>	<b>120,428</b>	<b>(13,747)</b>	<b>(13,747)</b>	<b>(13,747)</b>	<b>(13,746)</b>	<b>399,971</b>	<b>277,580</b>	<b>277,580</b>	<b>277,580</b>	<b>265,744</b>
Adj. for restatement / Prior Yr Adj	0	(5,702)	(5,700)	0	0	0	0	0	0	0	0	0	(11,836)	(11,836)	0
<b>Net Assets, Beginning, Adjusted</b>	<b>172,148</b>	<b>187,892</b>	<b>187,894</b>	<b>187,892</b>	<b>187,894</b>	<b>120,428</b>	<b>(13,747)</b>	<b>(13,747)</b>	<b>(13,747)</b>	<b>(13,746)</b>	<b>399,971</b>	<b>277,580</b>	<b>265,744</b>	<b>265,744</b>	<b>265,744</b>
<b>Net Assets, End</b>	<b>617,882</b>	<b>288,591</b>	<b>216,853</b>	<b>(13,747)</b>	<b>(13,746)</b>	<b>1,120,370</b>	<b>470,541</b>	<b>399,971</b>	<b>277,580</b>	<b>265,744</b>	<b>867,713</b>	<b>642,358</b>	<b>1,392,525</b>	<b>1,715,218</b>	<b>1,712,999</b>

7608	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>TEACH Tech Charter High</b>										
Cash and Cash Equivalents	23,045	(27,268)	44,260	1,063,645	0		708,022	0	0	0
Current Assets	387,063	544,638	962,264	1,719,151	0		3,203,297	0	0	0
Fixed and Other Assets	57,762	59,720	143,384	122,788	0		78,711	0	0	0
<b>Total Assets</b>	<b>444,825</b>	<b>604,358</b>	<b>1,105,648</b>	<b>1,841,939</b>	<b>0</b>		<b>3,282,008</b>	<b>0</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	256,931	230,455	176,990	128,940	0		170,460	0	0	0
Other Long Term Liabilities	0	387,649	662,914	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>256,931</b>	<b>618,104</b>	<b>839,904</b>	<b>128,940</b>	<b>0</b>		<b>170,460</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>187,894</b>	<b>(13,746)</b>	<b>265,744</b>	<b>1,712,999</b>	<b>0</b>		<b>3,111,548</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total Revenues	3,140,387	3,915,600	5,265,767	5,917,600	0	6,184,978	7,137,576	0	0	0
Total Expenditures	3,172,631	4,117,240	4,986,277	4,470,345	0	5,541,477	5,741,246	0	0	0
<b>Net Income / (Loss)</b>	<b>(32,244)</b>	<b>(201,640)</b>	<b>279,490</b>	<b>1,447,255</b>	<b>0</b>	<b>643,501</b>	<b>1,396,330</b>	<b>0</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>(32,244)</b>	<b>(201,640)</b>	<b>279,490</b>	<b>1,447,255</b>	<b>0</b>	<b>643,501</b>	<b>1,396,330</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets, Beginning</b>	<b>220,138</b>	<b>187,894</b>	<b>(13,746)</b>	<b>265,744</b>	<b>0</b>	<b>1,392,525</b>	<b>1,715,218</b>	<b>0</b>	<b>0</b>	<b>0</b>
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	355,275	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>220,138</b>	<b>187,894</b>	<b>(13,746)</b>	<b>265,744</b>	<b>0</b>	<b>1,747,800</b>	<b>1,715,218</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>187,894</b>	<b>(13,746)</b>	<b>265,744</b>	<b>1,712,999</b>	<b>0</b>	<b>2,391,301</b>	<b>3,111,548</b>	<b>0</b>	<b>0</b>	<b>0</b>



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>TEACH Tech Charter High’s fiscal condition is positive and has been upward trending since the 2017-2018 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$1,712,999 and net income of \$1,447,255. The 2020-2021 First Interim projected positive net assets of \$3,109,329 and net income of \$1,396,330.</p> <p>According to TEACH Public Schools, Inc.’s (TEACH) independent audit report dated June 30, 2020, TEACH Tech Charter High is one of three schools operated by TEACH Public Schools, Inc., all of which are currently authorized by the Los Angeles Unified School District (LAUSD). TEACH Public Schools, Inc., its related entities, and its charter schools reported positive net assets of \$4,308,155 and net income of \$1,792,997. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of \$42,262, and a net loss of <b>(\$19,935)</b>. The net loss is primarily due to a settlement on a lease litigation matter for its related entity, Cunningham and Morris, LLC. According to TEACH Public Schools, Inc., TEACH Tech Charter High pays annual 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 each school that TEACH Public Schools, Inc. operates.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>						<b>3</b>
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)	
Net Assets	\$187,894	<b>(\$13,746)</b>	\$265,744	\$1,712,999	\$3,109,329	
Net Income/Loss	<b>(\$32,244)*</b>	<b>(\$201,640)**</b>	\$279,490	\$1,447,255	\$1,396,330	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	



Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
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\* The net loss reported in Fiscal Year 2016-2017 was primarily attributed to lower than expected enrollment/ADA and an increase in facility costs.  
 \*\* The net loss reported in Fiscal Year 2017-2018 was primarily due to significant additional facilities costs incurred by the school as the result of the school's mid-year relocation.

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

**1. Checks Outstanding for Over 180 Days (Recurring Issue):**

Based on the CSD's review and analysis of a sample of bank reconciliation reports prepared by Charter Impact (the school's back office services provider firm), the CSD noted two checks, drawn on the school's imprest account ending in X7876, that, as of October 31, 2020, had been outstanding for over 180 days. Details regarding these checks are summarized below. This issue was also referenced in the school's 2018-2019 and 2019-2020 Annual Performance-Based Oversight Visit Reports.

Item #	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	1078	6/13/2019	Commission on Teacher Credentialing	\$100.00	506	Application fee for credentialing program
2	1079	6/13/2019	Commission on Teacher Credentialing	\$100.00	506	Application fee for credentialing program



Page 11 of TEACH's Fiscal Policies & Procedures states:

"1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6 months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system."

Per TEACH, these checks were voided at the TEACH CMO (Charter Management Organization) office because the teacher credentialing applications accompanying these checks were never filed with LACOE. TEACH failed to notify Charter Impact that these checks were voided, and therefore, were not deleted from the accounting system. TEACH advised the CSD that it would conduct a weekly review of the check register and outstanding check report provided by Charter Impact and take necessary actions, as needed, such as voiding and deleting of non-valid outstanding checks from the accounting system.

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

## 2. **Untimely Employee Reimbursement Submissions:**

Based on the CSD's review of a sample of 30 checks/electronic transactions and supporting documents provided by TEACH, the CSD noted one employee reimbursement which lacked timely submission. (Check #10369, in the amount of \$113.45, dated 10/2/2020 and payable to "a school employee" for expenses incurred on 2/3/2020.)

Page 16 of TEACH's Fiscal Policies & Procedures states: "Expense Reports - Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer. Expenses greater than two months old will not be reimbursed."

Per TEACH, The expense reimbursement was approved on 9/23/2020 and the organization did not want to negatively affect the relationship with the employee over a late employee submission of \$113.45. TEACH advised the CSD that it that it plans to update its fiscal policies & procedures to provide employees a longer timeframe to submit reimbursement requests.

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to expense reimbursements.

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,



<p>and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.</p>	
<p><b>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).</b></p> <p><b>1. Timely Accruing of Expenditures:</b>  Based on the CSD’s review of a sample of 30 checks/electronic transactions and supporting documents provided by TEACH, the CSD noted that one check paid in September 2020 included payments of \$12,569.55 for services performed in April 2020 that were not accrued in Fiscal Year 2019-2020. (Check #6249, in the amount of \$28,179.78, dated 9/25/2020 and payable to “After-School All Stars, Los Angeles”)</p> <p>Per TEACH and Charter Impact, the invoices were not submitted by the vendor in a timely manner. The invoices were received by TEACH on 8/28/2020. TEACH's financial audit was already underway at the time that these invoices were submitted and paid. Therefore, the books for Fiscal Year 2019-2020 were considered closed and these amounts would not have been in the trial balance and general ledger submitted to auditors for Fiscal Year 2019-2020. In addition, this amount would have been below scope to make an adjustment after the audit commenced. Furthermore, moving forward TEACH states that it would reach out to vendors during the last month of the fiscal year to ensure that invoices are submitted and paid within the appropriate fiscal year.</p> <p>The CSD recommends the timely accruing of expenses to accurately report the financial activities and condition of TEACH’s schools.</p> <p>The Charter Schools Division will review the school’s action plans by the next oversight visit. The results may be factored into the school’s rating for next year.</p>	
<p><b>Corrective Action Required:</b></p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of TEACH Tech Charter High offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,063,645 and total expenditures equal \$4,470,345. Therefore, the school's cash reserve level is 23.79%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. 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.
12. 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.
13. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
14. Reviewed the following 30 checks and electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above and the CSD's observations were noted under the Other Observations section above.
  - a. Check numbers (Pacific Western Bank Ending in X1471): 10326, 10328, 10329, 10333, 10337, 10359, 10369, 10388, 10392; (Pacific Western Bank Ending in X7843): 62319, 62325, 62345, 62378, 62381, 62389, 62398, 62409, 62425, 62470, 62473; (Pacific Western Bank Ending in X7868): 71592, 71617, 71654, 71656, 71674
  - b. Reviewed 5 credit/(debit) transactions: (Pacific Western Bank Ending in X1471) The transaction descriptions are: (1) 9/1/2020 – **(\$10,506.75)**; (2) 9/10/2020 – **(\$15,463.72)**; (Pacific Western Bank Ending in X7843) The transaction descriptions are: (3) 10/2/2020 – **(\$3,404.92)**; (4) 10/26/2020 – \$3,274.42; (Pacific Western Bank Ending in X7868) The transaction descriptions are: (5) 10/13/2020 – **(\$67,964.84)**
15. The school indicated that it currently has no credit cards.
16. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of September 2020 and October 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Pacific Western Bank Checking Account Ending in X1471 (Operating Account, TEACH Prep Elementary)
  - b. Pacific Western Bank Checking Account Ending in X1489 (Imprest Account, TEACH Prep Elementary)



- c. Pacific Western Bank Checking Account Ending in X7843 (Operating Account, TEACH Academy)
  - d. Pacific Western Bank Checking Account Ending in X7835 (Imprest Account, TEACH Academy)
  - e. Pacific Western Bank Checking Account Ending in X7868 (Operating Account, TEACH Tech High)
  - f. Pacific Western Bank Checking Account Ending in X7876 (Imprest Account, TEACH Tech High)
17. A Segregation of Duties (SOD) review was conducted remotely at TEACH Tech Charter High via videoconference. No discrepancies were noted.
  18. Equipment inventory was provided.
  19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
  20. The most current Audited Financial Statements are posted on the charter school's website.
  21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
  22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
  23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
  24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
  25. Pursuant to AB 1871, a signed written statement that indicates that TEACH Tech Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
  26. TEACH Tech Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
  27. The 2019-2020 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><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>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);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol>



***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.***

- 13. The LCAP/Learning Continuity and Attendance Plan 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;
- 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
- 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).

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

**SUPPLEMENTAL CRITERIA**

- 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 four of the following fiscal items:
  - o Most current financial reports presented to the governing board
  - o Salary schedules/benefits/information
  - o Budget development process
  - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
  - o The most current approved petition
  - o Fiscal policies and procedures manual

***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.***

- 13. The LCAP/Learning Continuity and Attendance Plan 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;
- 17. Audited and unaudited actuals nearly mirror each other; and
- 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

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

**SUPPLEMENTAL CRITERIA**

- 1. Positive Net Assets exceed 3% of prior year expenditures;
- 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
- 3. A comprehensive website that provides at a minimum four of the following fiscal items:
  - o Most current financial reports presented to the governing board
  - o Salaries schedule/benefits/information
  - o Budget development process
  - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
  - o The most current approved petition
  - o Fiscal policies and procedures manual



<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>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;</li> <li>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;</li> <li>5. Interim reports and unaudited actuals project:       <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>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);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>