ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2022-2023 SCHOOL YEAR
FOR

TEACH ACADEMY OF TECHNOLOGIES - 5982

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. Elements of the oversight process may be modified as LAUSD continues to

respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.

Charter School Name:	TEACH Academy of Technologies			Location Code:	5982
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
10000 S. Western Avenue **10045 S. Western Avenue**		**Los Angeles**	**90047**	**(323) 872-0809**	**(323) 351-2322**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Region:**	
July 1, 2020 to June 30, 2025			**1**	**South**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Above by 30**
430	**400**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Above by 7.5%**
5-8	**5-8**				
Norm Enrollment Number:	**415**				
Total Number of Staff Members:	**31**	**Certificated:**	**11**	**Classified:**	**20**
Charter School's Leadership Team Members:		**Maricela Williams, Principal; Dr. Raul Carranza, CEO/Executive Director of TEACH Public Schools**			
Charter School's Contact for Special Education:		**Daniela Garcia, SPED Director**	**SELPA & Option:**		**LAUSD – Option 2**
CSD Assigned Administrator:		**Michael Maar**	**CSD Fiscal Services Manager:**		**Joseph Daee**
Other School/CSD Team Members:		**Christian Mendez, CSD Senior Coordinator, Josh Griffiths, Program Specialist, COP, Imelda Phillips, CSD Specialist**			
Oversight Visit Date(s):		**April 20, 2023**	**Fiscal Review Date (if different):**		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**No**	**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)		**Certificate of Occupancy**	**COO/TCO Approved Grade Levels and Occupancy Loads:**	**10000 Western– max occupancy 294 persons** **10045 Western – 7 bungalows each with max occupancy 72 persons**	

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

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[1] AB 130 added Section 47607.4 to the California Education Code (Ed. Code), which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.

3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met 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 2022-2023*. 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 all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has substantially implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a system for the evaluation of the school's executive level leadership, as evidenced by: 1) the organizational charter approved in the charter, 2) the current organizational chart for TEACH Public Schools and for the school site, 3) the bylaws that were adopted in November 13, 2017, that state the number of directors shall be no less than five and no more than nine, 4) a board roster that includes five current members, 5) board meeting agendas and minutes, 6) board meeting calendar that indicated 10 regular board meetings were scheduled for the 2022-2023 school year, 7) School Site Council (SSC) and English Learner Advisory Committee (ELAC) agendas, minutes, and sign-ins, and 8) the process for the CEO's evaluation that includes 3 phases: CEO Self-Evaluation, Board Chair and CEO Reflection and Discussion, and CEO Performance Memo.

G2: BROWN ACT - The Governing Board complies with most material provisions of the Brown Act. Materials provided by the school as part of the annual oversight visit provided evidence of the organization's systems to adhere to applicable open meeting requirements. Evidence provided includes monthly governing board meeting agendas and minutes that provide the opportunity for public comment and the 2022-2023 Board Meeting Calendar that indicated 10 board meetings would be held during the school year on a monthly basis. A review of the school's website concluded that the school's home page has a link to the board meeting and agendas under the Governing Board Info dropdown. Documentation provided shows the full board was trained on the Brown Act by the Charter School Development Center on February 1, 2023.

G3: DUE PROCESS – The Governing Board has 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. Evidence of Stakeholder Handbooks included the Student and Parent Handbook (English/Spanish), the Employee Handbook 2022/23, the Uniform Complaint Procedure (English/Spanish), and a TEACH Public Schools General Complaints Policy for both internal complaints and complaints generally with the form that would need to be completed.

Areas Noted for Further Growth and/or Improvement

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE

- On March 29, 2023, pursuant to District policy, the CSD requested that TEACH Academy of Technologies provide a reasonable plan that would align its student enrollment with the enrollment capacity number approved by the LAUSD Board. TEACH Academy of Technologies enrollment capacity is currently authorized at 400. As such, any enrollment capacity number that exceeds 400 would be inconsistent, or in conflict with, the enrollment capacity number authorized by the LAUSD Board. As of the writing of this report, TEACH Academy of Technologies has not submitted the requested plan to the CSD. TEACH Academy of Technologies is expected to comply with, and operate within, the LAUSD Board's authorized enrollment capacity of 400.

- At the time of the oversight visit, it was discovered that 11 of the school's 18 classes did not have a permanently assigned teacher with a corresponding subject-matter teaching credential, but instead were covered by substitute teachers. Per TEACH's Human Resource director, the classes that have a substitute get a new substitute every 30 days. At another TEACH oversight visit, leadership shared a plan to recruit, retain, and develop teachers and shared the recently approved 2023- 2024 Teacher Salary Schedule that includes teachers eligible to earn up to a 2.5% salary bonus if their school meets budgeted

ADA, salary bonuses for credentialed math, science, and special education, and teachers' reimbursement for BTSA Induction Program. However, at the time of preparing this oversight report, the organization had not provided evidence of filling the teaching positions with subject-matter credentialed teachers. The CSD will continue to monitor this situation and has requested that TEACH provide monthly updates related to this matter until resolved. Please see additional related information in the notes of the Organizational Management, Programs, and Operations.

Corrective Action Required
An email sent by CSD on May 5, 2023, reiterating the request for a plan to align its enrollment with its approved enrollment capacity.

Notes:
As noted in the 2021-2022 Annual Performance-Based Oversight Report, the CSD reiterates:

1. The Board of Education Report (Rep-073-19/20) states that "Staff recommends approval of the renewal petition for TEACH Academy of Technologies ('Charter School'), with benchmarks in the areas of academics, located in Board District 1 and Local District West, for five (5) years, beginning July 1, 2020 until June 30, 2025, to serve 400 students in grades 5-8 in each year of the charter term."

2. The stamped order of business from the LAUSD Board's regular board meeting on September 24, 2019, states that TEACH Academy of Technologies was authorized to "serve up to 400 students."

3. On March 3, 2020, after the LAUSD Board approved TEACH's charter, the CSD submitted correspondence to TEACH Academy of Technologies affirming, among other things, that 400 was the LAUSD Board's authorized maximum enrollment capacity. This correspondence states, in part: "Congratulations! On September 24, 2019, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew, with benchmarks, the TEACH Academy of Technologies charter for five (5) years, beginning July 1, 2020, until June 30, 2025, to serve up to 400 students in grades 5-8 in each year of the charter term."

CSD will continue to monitor the school's student enrollment and follow all applicable tiered intervention protocols/procedures should it be required. As of the writing of this report, CSD has not received a plan to align the enrollment to the current enrollment capacity of 400.

<u>NOTE</u>: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing", and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).

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

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., School Site Council and English Learner Advisory Committee)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school's executive level leadership ☒ 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's executive level leadership ☐ 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's executive level leadership ☐ 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's executive level leadership	☒ Current organizational chart **(B1.1a)** ☒ Organizational chart in Board approved charter **(B1.1b)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting(s) ☐ Committee/council calendars, agendas, roster(s), and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act ("Brown Act") (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school's website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

	Rubric	Sources of Evidence
Performance	☐ The Governing Board complies with all material provisions of the Brown Act ☒ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☒ Compliance with E.C. 47604.1 **(B1.8b)** ☐ Documentation of the school's agenda posting procedures **(B1.9)** ☒ School website ☐ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - 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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas***:**
- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric	Sources of Evidence
Performance ☐ 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 Governing Board has 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 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 ☐ 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	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(s) **(B1.12)** ☐ Human Resources (HR) policies and procedures **(B1.13)** ☐ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Other: (Specify)

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

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

Rubric	Sources of Evidence

Performance ☐ The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)
 ☐ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)
 ☒ The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)
 ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)
	☒ Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: **(B1.14a)**
	     ☒ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)
	     ☒ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)
	     ☒ CA School Dashboard Conditions and Climate Indicator (Suspension Rate)
	     ☒ Attendance rate
	     ☒ Internal assessment data
	     ☒ Enrollment data
	     ☒ Staffing data (retention, turnover, certification, etc.)
	 ☒ Board meeting calendar **(B1.5)**
	 ☒ Human Resources (HR) policies and procedures **(B1.13)**
	 ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14b)**
	 ☒ Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) **(B1.14c)**
	 ☐ Observation of Governing Board meeting(s)
	 ☒ Discussion with school leadership
	 ☐ Stakeholder focus group
	 ☐ Other: (Specify)

G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

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.
• If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Rubric	Sources of Evidence
Performance ☒ The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current independent audit report***** ☐ The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division***** ☐ The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division***** *****Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. **For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric	Sources of Evidence
Performance ☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 California Department of Education's (CDE) Charter School's Performance Category	Low Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO

Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☒YES ☐NO

If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☒ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress
ENGLISH LEARNER PROGRESS INDICATOR

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI): The schoolwide Dashboard ELPI Status is "Very High". The school's 2022 percentage of English Learners making progress towards English proficiency at 76.2% is higher than the state at 50.3%. The school will support English Language Learners by continuing to build capacity of the staff working with students acquiring a language. Teachers will have professional development in the use of SDAIE strategies, along with holding students accountable for using Tier 1 and Tier 2 vocabulary. Intervention will be in the areas of reading and writing with a focus on literacy in order for student to practice all four language domains. Identified groups of students will participate in Success Academy for reading intervention to prepare to take the ELPAC.

SUSPENSION

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR: The schoolwide Dashboard Suspension Rate Indicator Status is "Very Low" which is lower than the state's Status of "Medium". State and LAUSD data reports for 2021-2022 indicate that the school has a student suspension rate of 0%, which is lower than the State's suspension rate of 3.1%. The school's provided evidence included: 1) a schoolwide positive behavior policy that includes the 4P's; Prompt, Prepared, Productive, Polite. The 4 P's poster were posted in classrooms and the school's hallways during the visit. 2) The school provided a 22-23 Student Discipline- Data Monitoring that included student's grade level, time of incident, day of the week, and during which period the student reflected on their behavior. 3) Other alternatives to suspension practiced at TEACH Academy of Technologies include counseling, Reflective Wednesday, parent supervision, behavior contracts, and safety plans.

Areas Noted for Further Growth and/or Improvement
ENGLISH LANGUAGE ARTS

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR & **A8: DASHBOARD STUDENT GROUP ELA**:
- The school earned a Status level of "Very Low" for All Students, which is the same as the state's Status level of "Low". The school's 2022 average Distance from Standard (DFS) of -71.9 in ELA for the All Students group is lower than the state average DFS of -12.2.

- o   The school met 95% or greater participation rate for all students and all numerically significant student groups.

- None of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
    - o   Black or African American– Status "Very Low"/ DFS -87.2, which is lower than the State's DFS of -57.5
    - o   English Learner– Status "Very Low"/ DFS -102.5, which is lower than the State's DFS of -61.2
    - o   Latino – Status "Low"/ DFS -62.9, which is lower than the State's DFS of -38.6
    - o   Socioeconomically Disadvantaged – Status "Very Low"/ DFS -71.9, which is lower than the State's DFS of -41.4
    - o   Students with Disabilities – Status "Very Low"/ DFS -122.1, which is lower than the State's DFS of -97.3
- In order to increase ELA performance for All Students and for the five numerically significant student groups, school leadership shared taking the following actions including, but not limited to, the following: Using i-Ready Reading diagnostic assessment results to analyze data. Specifically, ELA teachers will support African American students by creating a respectful learning environment where their culture is appreciated and reflective of the curriculum. For English Language Learners and Hispanic students, SDAIE strategies will be used as well as hold students accountable for Tier 2 and Tier 3 vocabulary. For Socioeconomically Disadvantaged students, ELA teachers will use data to inform practice, identify student learning needs, and differentiate learning. For Students with Disabilities, ELA teachers will implement strategies such as delivering direct instruction, structured multi-sensory approach, and using diagrams, graphics, and pictures to address the needs of the individual student.

MATHEMATICS

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR & A9: DASHBOARD STUDENT GROUP MATH:

- The school earned a Status level of "Very Low" for All Students, which is below the state's Status level of "Low". The school's 2022 average Distance from Standard (DFS) of -148.1 in Math for the All Students group is lower than the state average DFS of -51.7.
    - o   The school met 95% or greater participation rate for all students and all numerically significant student groups.
- None of the numerically significant student groups have "Status/DFS" scores above the statewide DFS
    - o   Black or African American– Status "Very Low"/ DFS -169.9, which is lower than the State's DFS of -106.9
    - o   English Learner– Status "Very Low"/ DFS -171.9, which is lower than the State's DFS of -92.0
    - o   Latino – Status "Very Low"/ DFS -138.9, which is lower than the State's DFS of -83.4
    - o   Socioeconomically Disadvantaged – Status "Very Low"/ DFS -148.4, which is lower than the State's DFS of -84.0
    - o   Students with Disabilities – Status "Very Low"/ DFS -200.2, which is lower than the State's DFS of -130.8
- In order to increase Math performance for All Students and for the five numerically significant student groups, school leadership shared taking the following actions including, but not limited to, the following: Math teachers will use the cycle of continuous improvement to analyze data, plan, and respond with intervention. Specifically, math teachers will support African American students by creating a respectful learning environment where their culture is appreciated and reflective of the curriculum. For English Language Learners and Hispanic students, SDAIE strategies will be used as well as hold students accountable for Tier 2 and Tier 3 vocabulary. For Socioeconomically Disadvantaged students, math teachers will use data to inform practice, identify student learning needs, and differentiate learning. For Students with Disabilities, ELA teachers will implement strategies such as delivering direct instruction, structured multi-sensory approach, and using diagrams, graphics, and pictures to address the needs of the individual student.

CHRONIC ABSENTEEISM

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR: The schoolwide Dashboard Chronic Absenteeism Indicator Status is "Very High" at 42.3%, which is higher than the state average at 30.0%.

- In order to address the school's percentage of students who absent 10 percent or more of the instructional days that they were enrolled, the school's leadership shared that "Office staff call students who are absent on a daily basis. When students are absent more than 5 days, counselors intervene. Counselors meet weekly with administrators. Students that are not improving will get home visits."

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

Notes:
ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)
TEACH Academy of Technologies was identified in 2022 as an Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

CA SCHOOL DASHBOARD PERFORMANCE DATA
Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with "Status Only" reporting on the 2023 Dashboard.

ENGLISH LEARNER RECLASSIFICATION
A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator "A11: English Learner Reclassification." Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

The school has submitted a 2022-2023 certification to the CSD that it is implementing the LAUSD English Learner Master Plan.

The LAUSD reclassification criteria for grades K-8 are:
- English Language Proficiency Assessment: Overall Performance Level 4 on ELPAC
- Teacher Evaluation: Grade of 3 or 4 in ELA (elementary) or C or above in specified ELA or Advanced ELD course (secondary)
- Parent Consultation
- Comparison of Student Performance in Basic Skills: One of the following:
  - DIBELS 8 (BOY, MOY or EOY) score of Benchmark or Above Benchmark in all DIBELS 8 assessed measures (grades K-5 only)
  - CAASPP English score of Standard Met or Standard Exceeded (Grades 1-8 only)
  - Reading Inventory (RI) score of Basic, Proficient, or Advanced (Grades 6-8 only)
- Student Support and Progress Team Determination of Readiness to Reclassify

☒ Rate of "**At Risk**" ELs is Lower in comparison to the state average

☒ Rate of "**LTELs**" is Higher in comparison to the state average

Graduation Criteria (high schools only): N/A

NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator Status is Very High ☐ The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard ("DFS") ☐ The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low ☒ The schoolwide Dashboard ELA Indicator Status is Very Low ☐ Not Available - No Status assigned for the ELA Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator Status is Very High ☐ The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS ☐ The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low ☒ The schoolwide Dashboard Math Indicator Status is Very Low ☐ Not Available - No Status assigned for the Math Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence

Performance	Rubric	Sources of Evidence
Performance	☒ The schoolwide Dashboard ELPI Status is Very High ☐ The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage ☐ The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low ☐ The schoolwide Dashboard ELPI Status is Very Low ☐ Not Available - No Status assigned for the ELPI on the Dashboard	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - 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
☐ Not Available - No Status assigned for the CCI on the 2022 Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

(Performance)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - 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
☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High ☒ The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High ☐ Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

(Performance)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - 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
Performance	☒ The schoolwide Dashboard Suspension Rate Indicator Status is Very Low ☐ The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High ☐ The schoolwide Dashboard Suspension Rate Indicator Status is Very High ☐ Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	☒ California School Dashboard Report (CDE) ☒ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator Status is Very High ☐ The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low ☐ The schoolwide Dashboard Graduation Rate Indicator Status is Very Low ☐ Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard ☒ Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Parent-Student Handbook or other documentation of school's graduation requirements **(B2.5)** ☐ Other: (Specify)

A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence

Performance	☐ All numerically significant student groups have "Status/Distance From Standard (DFS)" scores above the statewide DFS ☐ The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS ☐ Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS ☒ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS ☐ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	**Sources of Evidence**
☐ All numerically significant student groups have "Status/DFS" scores above the statewide DFS ☐ The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS ☐ Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS ☒ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS ☐ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
• Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	**Sources of Evidence**

Performance	☐ Not Available - No Status assigned for the CCI on the 2022 Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2021-2022 (CDE)

	Rubric	Sources of Evidence
Performance	☐ The school reclassified English Learners at a rate higher than the state average ☐ The school reclassified English Learners at a rate similar to the state average ☐ The school reclassified English Learners at a rate lower than the state average ☐ The school did not reclassify any of its English Learners ☐ Not Applicable - The school did not have any English Learners ☒ No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	☐ Reclassification report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Master Plan for English Learners adopted by school's Governing Board **(B3.2i)**

A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12

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

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

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

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 5-8	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met

Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 5-8	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: ☐ Met ☐ Not Met

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

1. ☒ The charter school disaggregated student performance data for the following student groups: African American, Latino, English Learners, Students with Disabilities
   ☐ The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the test publisher's definition of one year's progress, per publisher's source document.

Postsecondary Outcomes (high school only): N/A
1. The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.
2. The charter school Choose an item. the number of eligible students and missing or non-participating students.
3. The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:
None

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

Due to the unavailability of Change Level data and performance levels (colors) on the California School Dashboard at the present time, the CSD is unable to evaluate the school's progress on the following academic performance benchmarks:
1. The school shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.
2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "All Students" and for all of the school's numerically significant subgroups in Math, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools medians, with the goal of achieving and maintaining the "Green" performance level or higher.
3. Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts, as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools median, with the goal of achieving and maintaining the "Green" performance level or higher.

4. The Charter School shall provide a comprehensive plan by December 1, 2019 to the Charter Schools Division, which will address how the school will meet the instructional and language development needs of LTEL and At-Risk English Learners over the course of the five-year term of their renewal which will be monitored by CSD through oversight. – Benchmark MET; TEACH Academy of Technologies provided a plan to meet the instructional and language development needs of LTEL and At-Risk English Learners.

Please see the Summary of School Performance in this Student Achievement and Educational Performance section of the report above.

LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Supplement to the Annual Update to the 2021-2022 LCAP ☒ 2022-2023 Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:
None

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

<u>Areas of Demonstrated Strength and/or Progress</u>

O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES & O2: HEALTH AND SAFETY TRAINING AND PREPARATION –The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. Site and classroom observation, documentation, the school website, and discussion with school leadership indicate that:

- TEACH has a systems, procedures, and supplies in place that are necessary to respond appropriately to an emergency situation. The school's 2022-2023 Comprehensive School Safety Plan has established clear safety, security, and emergency protocols, and maintains appropriate emergency information and supplies in classrooms and onsite. It maintains 2 sets of Epi-Pen (expiration: Dec. 2023 and April 2024) supplies/equipment on site, and trains appropriate staff in their use and storage. The school/organization provided Epi-Pen training on August 12, 2022.
- A 2022-2023 calendar of emergency drills including earthquake, fire, and lock down/active shooter was provided for the school/organization.
- The school's visitor policy is available in English and Spanish.
- Staff roster of those completing Child Abuse Report, Blood borne Pathogens, and Pupil Suicide Prevention and Training were provided.
- Student ID card sample contains the phone number of the National Suicide Prevention Hotline.

O5: 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. Review of Welligent report 200 and 300 revealed that all services were in tiers 1, 2, or, 3. One IEP meeting is overdue, an annual. Per leadership discussion during the oversight visit, the school has attempted to schedule but family has not been able to attend due to health concerns for the student. Additional documents submitted for evidence compliance in this indicator include SPED referral process from the Division of SPED; SPED Parent's Rights; LAUSD policy on determining eligibility; Accommodations Modifications Supports; "10 Steps" The basics of Special Education Process Under IDEA; Child Find-Child Serve; Parent Workshop. TEACH Academy implements a collaborative Special Education model. Compliance is monitored closely by utilizing the compliance reports generated from Welligent. The reports are reviewed weekly with the Sped Team (Principal, Sped Teacher, Sped Aide) during a team meeting. Based on the information compiled from reports, an action plan is developed to address non-compliance if needed.

O9: TRANSPARENCY FOR STAKEHOLDERS- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. Review of the school's website included evidence of required components such as list of board members and contact information, student and parent handbook, suicide prevention policy, human trafficking prevention, preventing bullying and cyber bullying, UCP complaint procedures, general complaint policy, board agenda, board meeting calendar, fiscal reports and the approved charter.

Areas Noted for Further Growth and/or Improvement

O11: CLEARANCES AND CREDENTIALING COMPLIANCE -The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. At the time of the oversight visit, TEACH shared its master schedule indicating that there are 18 classes per master schedule. Of the 18 classes, 11 did not have a permanently assigned teacher with a corresponding subject-matter teaching credential, but instead were covered by substitute teachers. Per TEACH's Human Resource director, the classes that have a substitute get a new substitute every 30 days. TEACH provided two letters dated August 17, 2022, and January 15, 2023, informing parents of the unfilled teaching positions at the school. At the oversight visit the Charter Schools Division requested monthly updates from TEACH Academy of Technologies on the progress to hire for the 11 currently unfilled teaching positions with credentialed teachers. Per TEACH Academy of Technologies current charter: "Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection." Additionally, TEACH's charter states the requirements for teachers include, "Bachelor's Degree and appropriate credential for the position." At another TEACH oversight visit, leadership shared a plan to recruit, retain, and develop teachers and shared the recently approved 2023- 2024 Teacher Salary Schedule that includes teachers eligible to earn up to a 2.5% salary bonus if their school meets budgeted ADA, salary bonuses for credentialed math, science, and special education, and teachers' reimbursement for BTSA Induction Program.

Corrective Action Required

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

Notes:

The Charter Schools Division requested monthly updates from TEACH Academy of Technologies on the progress to hire for the 11 currently unfilled teaching positions with credentialed teachers.

NOTE:

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*

O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1

The school has implemented school health and safety plans and procedures that ensure:

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.
  (**Note**: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)
- Posting of the school's Visitor Policy in a visible location in or outside the school's main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of at least one nutritionally adequate free or reduced priced meal each school day for all needy students, per Ed. Code § 47613.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

Rubric	Sources of Evidence
Performance ☒ The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Visitor's Policy **(B3.1a)** ☒ Certificate(s) of Occupancy or equivalent **(B3.1b)** ☒ Student immunization **(B3.1h)** ☒ Health screening **(B3.1h)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1c)** ☒ Evacuation route maps **(B3.1c)** ☒ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.1k)** ☒ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1f)** ☒ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- 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, as outlined in Ed. Code, § 44691 .
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations ("CCR"), § 5193

Rubric	Sources of Evidence
Performance ⊠ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	⊠ Documentation of emergency drills and training **(B3.1g)** ⊠ Provision and location of onsite emergency supplies **(B3.1c)** ⊠ Child abuse mandated reporter training documentation **(B3.1d** and **B3A.5)** ⊠ Bloodborne pathogens training documentation **(B3.1e** and **B3A.5)** ⊠ Pupil Suicide Prevention and Awareness Training **(B3.1f** and **B3A.5)** ⊠ Epi-pen and training **(B3.1i)** ⊠ AED (schools with an interscholastic athletic program) **(B3.1j)** ⊠ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023* ("ESSA Grid") **(B3A.1)** ⊠ Discussion with school leadership ☐ Other: (Specify)

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3

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

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. ☒ The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.2i, B3.2j, B3.2k)** ☒ Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) **(B3.2a)** ☒ LCAP **(B3.2b)** ☐ Technology readiness to administer CAASPP assessments **(B3.2c) (new schools only)** ☒ WASC accreditation **(B3.2d)** ☐ UC Doorways course approval documentation **(B3.2e)** ☒ Professional development documentation **(B3.3c)** ☐ Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements **(B3.2g)** ☐ Mathematics Placement Assessment (school serving 9th graders) **(B3.2m)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR #4

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

Rubric	Sources of Evidence
Performance ☐ The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis ☒ The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis	☒ Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) **(B3.2a)** ☒ LCAP **(B3.2b)** ☒ Professional development documentation **(B3.3c)** ☒ Documentation of intervention and support for all students **(B3.2j)** ☒ Master Plan for English Learners **(B3.2i)** ☒ Documentation of implementation of the school's Master Plan for English Learners **(B3.2j)** ☒ Implementation of a data analysis system **(B3.2k)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

The school has a system in place to ensure that the school:
• Provides special education programs and services in accordance with students' IEPs
• Provides special education training for staff
• Conducts a special education self-review annually, using the Special Education Self-Review Checklist
• Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric		Sources of Evidence
Performance	☒ 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 ☐ The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ 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 ☐ 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 ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.3a)** ☐ Self-Review Checklist **(B3.3a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.3a)** ☒ Professional development documentation **(B3.3a and B3.3c)** ☐ Intervention and support for students with disabilities **(B3.2j)** ☒ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.3a)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, 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 groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ 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 ☒ The school has a 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 ☐ 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 ☐ 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	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.2b)** ☒ Professional development documentation **(B3.3c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.3b)** ☒ Implementation of tiered behavior intervention (e.g. SSPT) **(B3.3b)** ☒ Implementation of alternatives to suspension **(B3.3b)** ☒ Implementation of schoolwide positive behavior support system **(B3.3b)** ☒ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.3b)** ☒ Data monitoring **(B3.3b)** ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance ☐ The school has a well-developed 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 ☒ 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 ☐ 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 ☐ 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	☒ LCAP **(B3.2b)** ☒ Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) **(B3.3c)** ☒ Professional development training materials **(B3.3c)** ☒ System to assess professional development needs **(B3.3c)** ☒ Classroom/site observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

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

Rubric	Sources of Evidence
Performance ☐ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.2b)** ☒ Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.3d)** ☒ Stakeholder consultation **(B3.3d)** ☒ Parent/stakeholder involvement and engagement **(B3.3d)** ☒ Foster youth/students experiencing homelessness liaison **(B3.3d)** ☒ School website **(B3.3e)** ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:

- Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information is available in applicable languages as required by law
- Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- 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, in accordance with Ed. Code, § 49428
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- 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, in accordance with Ed. Code, § 47605 (**high schools only**)

Rubric	Sources of Evidence

Performance	☒ The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
	☐ The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
	☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
	☐ 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
		☒ UCP Procedure and Forms **(B1.11)**
		☒ Complaint Procedure and Forms **(B1.12)**
		☒ Review of the following information posted to the school's website **(B3.3e)**:
		    ☒ LCAP, per Ed. Code § 47606.5(h)
		    ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
		☒ Website posting required per Ed. Code § 234.6 **(B3.3e)**:
		    ☒ Policy on Pupil Suicide Prevention
		    ☒ Title IX information, including a link to CDE's Title IX website
		    ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
		    ☒ Anti-cyberbullying procedures
		    ☒ Social media anti-bullying procedures
		    ☒ Link to statewide resources including community based organizations compiled by CDE
		☒ Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.3e)**
		☒ Access to approved charter **(B3.3e)**
		☒ Compliance with the LAUSD BOE's Charter School Transparency Resolution, including **(B3.3e)**:
		    ☒ Financial Audit
		    ☒ Student Demographics
		☐ Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) **(B3.3e)**
		☒ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.3e)**
		☒ Notification of access to available mental health services **(B3.3e)**
		☒ School website **(B3.3e)**
		☐ Other: (Specify)

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

Rubric	Sources of Evidence
Performance ☐ 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 ☒ The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ 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 ☐ 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	☒ Evaluation procedures with clear performance standards for all school-based staff **(B3.3f)** ☒ Evaluation tool(s) for all school-based staff **(B3.3f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
• Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
• The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
• The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
• The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform 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

Rubric		Sources of Evidence
Performance	☐ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ 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 ☒ 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 ☐ 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	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements **(B1.13)** ☒ Staff roster **(B3A.1b)** ☒ School master schedule **(B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor clearances and credentialing certifications **(B3A.6)** ☒ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☒ Discussion with school leadership ☐ Other: (Specify)

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

Table 1

5982 / TEACH Academy of Technologies	2019-2020 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	2020-2021 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	2021-2022 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,107,944	827,232	1,937,161	1,937,160		1,899,811	2,095,462	2,745,308	2,745,308		3,299,647	2,962,468	4,414,802	4,414,802
Current Assets		2,208,544	1,824,537	3,377,018	3,379,288		4,476,390	4,443,735	4,725,259	4,725,260		5,148,033	4,839,397	6,376,260	6,549,512
Fixed and Other Assets		1,277,251	1,330,624	1,228,483	1,228,483		1,119,794	1,155,580	1,226,050	1,226,049		1,095,408	1,096,089	1,126,538	1,126,537
Total Assets		3,485,795	3,155,161	4,605,501	4,607,771		5,596,184	5,599,315	5,951,309	5,951,309		6,243,441	5,935,486	7,502,798	7,676,049
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		226,271	126,314	799,273	379,886		386,992	649,208	819,901	899,472		710,256	594,218	1,414,983	1,524,317
Other Long Term Liabilities		514,993	514,996	1,066,456	1,488,115		404,780	372,273	372,274	367,841		351,388	335,730	309,566	306,406
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		741,264	641,310	1,865,729	1,868,001		791,772	1,021,481	1,192,175	1,267,313		1,061,644	929,948	1,724,549	1,830,723
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		2,744,531	2,513,851	2,739,772	2,739,770		4,804,412	4,577,834	4,759,134	4,683,996		5,181,797	5,005,538	5,778,249	5,845,326
Total Revenues	5,995,795	6,471,102	6,336,035	6,445,791	6,448,062	5,856,850	7,908,551	7,650,840	7,542,946	8,215,619	7,835,228	8,153,460	7,440,118	7,579,966	7,705,772
Total Expenditures	5,569,619	6,113,539	6,246,125	6,129,960	6,132,233	5,558,157	5,843,910	5,812,776	5,523,582	5,598,720	7,627,941	7,655,658	7,118,575	6,485,713	6,544,442
Net Income / (Loss)	426,176	357,563	89,910	315,831	315,829	298,693	2,064,641	1,838,064	2,019,364	2,616,899	207,287	497,802	321,543	1,094,253	1,161,330
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	(672,673)	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	426,176	357,563	89,910	315,831	315,829	298,693	2,064,641	1,838,064	2,019,364	1,944,226	207,287	497,802	321,543	1,094,253	1,161,330
Net Assets, Beginning	2,583,779	2,386,968	2,386,969	2,386,969	2,423,941	2,513,851	2,739,771	2,739,771	2,739,771	2,739,770	4,577,834	4,759,134	4,759,134	4,759,134	4,683,996
Adj. for restatement / Prior Yr Adj	0	0	36,972	36,972	0	224,938	0	(1)	(1)	0	329,528	(75,139)	(75,139)	(75,138)	
Net Assets, Beginning, Adjusted	2,583,779	2,386,968	2,423,941	2,423,941	2,423,941	2,738,789	2,739,771	2,739,770	2,739,770	2,739,770	4,907,362	4,683,995	4,683,995	4,683,996	4,683,996
Net Assets, End	3,009,955	2,744,531	2,513,851	2,739,772	2,739,770	3,037,482	4,804,412	4,577,834	4,759,134	4,683,996	5,114,649	5,181,797	5,005,538	5,778,249	5,845,326
Unrestricted Net Assets		2,744,531	2,513,851	1,511,289	2,739,770		4,804,412	4,577,834	3,578,490	4,683,996		5,181,797	5,005,538	5,711,815	5,845,326
Restricted Net Assets		0	0	1,228,483	0		0	0	1,180,644	0		0	0	66,434	0

Table 2

5982 / TEACH Academy of Technologies	Audited Financials 2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023 Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,118,622	1,937,160	2,745,308	4,414,802	0		3,732,790	4,031,255	0	0
Current Assets	1,987,249	3,379,288	4,725,260	6,549,512	0		6,628,801	7,283,589	0	0
Fixed and Other Assets	1,204,950	1,228,483	1,226,049	1,126,537	0		1,035,430	1,146,461	0	0
Total Assets	3,192,199	4,607,771	5,951,309	7,676,049	0		7,664,231	8,430,050	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	226,645	379,886	899,472	1,524,317	0		1,137,444	1,754,338	0	0
Other Long Term Liabilities	541,613	1,488,115	367,841	306,406	0		288,421	272,569	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	768,258	1,868,001	1,267,313	1,830,723	0		1,425,865	2,026,907	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	2,423,941	2,739,770	4,683,996	5,845,326	0		6,238,366	6,403,142	0	0
Total Revenues	5,602,500	6,448,062	8,215,619	7,705,772	0	7,609,046	8,351,769	8,451,129	0	0
Total Expenditures	5,138,435	6,132,233	5,598,720	6,544,442	0	7,595,458	7,891,509	7,826,092	0	0
Net Income / (Loss)	464,065	315,829	2,616,899	1,161,330	0	13,588	460,261	625,037	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	(672,673)	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	464,065	315,829	1,944,226	1,161,330	0	13,588	460,261	625,037	0	0
Net Assets, Beginning	1,959,876	2,423,941	2,739,770	4,683,996	0	5,005,538	5,778,250	5,778,250	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(145)	(145)	0	0
Net Assets, Beginning, Adjusted	1,959,876	2,423,941	2,739,770	4,683,996	0	5,005,538	5,778,105	5,778,105	0	0
Net Assets, End	2,423,941	2,739,770	4,683,996	5,845,326	0	5,019,126	6,238,366	6,403,142	0	0
Unrestricted Net Assets	2,423,941	2,739,770	4,683,996	5,845,326	0		6,172,107	6,326,840	0	0
Restricted Net Assets	0	0	0	0	0		66,259	76,302	0	0

FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

Other circumstances and information could influence the rating and are noted in this evaluation.

TEACH Academy of Technologies' fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of $5,845,326 and net income of $1,161,330. The 2022-2023 Second Interim projected positive net assets of $6,470,363 and net income of $625,037.

According to TEACH Public Schools, Inc.'s (TEACH) independent audit report dated June 30, 2022, TEACH Academy of Technologies is one of three schools operated by TEACH Public Schools, Inc., all of which are 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 $13,432,462 and net income of $4,424,446. TEACH Public Schools, Inc., without its related entities and its charter schools, reported positive net assets of $541,171 and a net loss of (75,867). TEACH Public Schools stated that the net loss is primarily due to $150K in expenses for SELPA related professional services absorbed by TEACH Public Schools that should have been allocated to the individual schools. According to TEACH Public Schools, Inc., TEACH Academy of Technologies 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 by based on the total revenues of each school that TEACH Public Schools, Inc. operates.

Financial Highlights

TEACH Academy of Technologies	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	$2,423,941	$2,739,770	$4,683,996	$5,845,326	$6,470,363
Net Income / (Loss)	$464,065	$315,829	$2,616,899	$1,161,330	$625,037
Transfers In / Out	$0	$0	($672,673)*	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$1,118,622	$1,937,160	$2,745,308	$4,414,802	$4,031,255

Unrestricted Net Assets	$2,423,941	$2,739,770	$4,683,996	$5,845,326	$6,394,061
Norm Enrollment Reported by the School	425	473	471	412	415
	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	21.77%	31.59%	49.03%	67.46%	51.51%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	47.17%	44.68%	83.66%	89.32%	81.70%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	876.81%	889.55%	525.34%	429.67%	415.18%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	24.07%	40.54%	21.29%	23.85%	24.04%

*The outbound money transfer is primarily due to the realignment of the PPP loan forgiveness for TEACH Academy of Technologies. Initially, the entire PPP loan forgiveness amount of $1,030,000 was allocated to TEACH Academy of Technology and then it was reallocated to each of the three TEACH schools and the TEACH home office accordingly.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

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 manual*. Any areas noted as other observations below 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:**

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 one check, drawn on TEACH charter schools' operating account ending in X7843, that, as of September 30, 2022, had been outstanding for over 180 days. Details regarding this check are summarized below. This issue was also referenced in the school's 2019-2020, 2020-2021, and 2021-2022 Annual Performance-Based Oversight Visit Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 9/30/2022)	Transaction Description	TEACH Public Schools' Response on 12/8/2022
1	X7843	62768	7/14/2021	Mike Green Fire Protection	$495.00	443	Fire Sprinkler Repair Service	This was an internal oversight and miscommunication as back office service provider was going through major staffing changes.

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

Check #62768 was noted as outstanding more than 180 days in the 2021-2022 Annual Performance-Based Oversight Visit Report. In response to the CSD's observations above, TEACH stated that this was primarily due to an internal oversight and miscommunication as Charter Impact Inc., the back office services provider was going through major staffing changes. Additionally, TEACH stated that a new process has been implemented for bank reconciliation weekly review by its Chief Financial Officer (CFO) and this would provide more control on any pending items. Furthermore, per the January 2023 bank reconciliation report provided by TEACH, the outstanding check #62768 has been resolved and it is no longer outstanding.

2. **Late Submission of 2021-2022 Independent Audit Report:**

State of California Education Code § 47605(m) requires each charter school to transmit a copy of its annual independent financial audit report for the preceding year by December 15 of each year. Consistent with guidance provided by the Los Angeles County Office of Education (LACOE), LAUSD granted an extension based on TEACH Public Schools, Inc.'s request through March 31, 2023, and its extraordinary reasons provided to the CSD. TEACH Public Schools, Inc. cited several challenging situations for the delay, which included staffing challenges at the audit firm and additional compliance testing related to stimulus funding. This extension does not waive the legal deadline specifically set forth in applicable state law, but rather permits the filing of the report after the deadline. TEACH Public Schools, Inc's annual independent audit report was received on March 30, 2023.

The Charter Schools Division will review these issues during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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

Notes:

I. Review of Fiscal Documentation

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
   a. Audit opinion: Unmodified/Unqualified.
   b. Material weaknesses: None Reported.
   c. Deficiencies/Findings: None Reported.
   d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 425, 473, 471, 412, and 415 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of (10) students since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 415 students, which is 15 students (or approximately 3.75%) above its approved student enrollment capacity (i.e., 400 students). As noted above, the school has maintained a balanced budget for Fiscal Year 2021-2022 and projects a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review(s) was conducted at TEACH Academy of Technologies. No discrepancies were noted.
5. Reviewed 30 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 and September 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.
7. The school indicated that it currently has no credit cards.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.

11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months spanning from October 2021 to September 2022 were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months were not provided as the charter school has declared that it has no credit cards at this time.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months spanning from April 2022 to September 2022, and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Other Observations section above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided. Per TEACH Public Schools, Inc.'s 2021-2022 audit report and as previously disclosed in the 2021-2022 Annual Performance-Based Oversight Visit Report, in August 2018, the organization obtained a loan in

the amount of $372,360. The note is secured by modular buildings previously purchased by the organization. This note does not have a stated interest rate but requires monthly payments of $5,721.22 and has an imputed interest rate of 7.55%. This note matures on July 1, 2025. The balance as of June 30, 2022, was $168,448 [consisting of $56,354 in Notes Payable, Current Portion and $112,094 in Notes Payable (Long-Term Liabilities), under TEACH Academy of Technologies].

28. The charter school's plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.

29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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 was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

New School – *a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	*An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].*
Existing Schools (based on the most current annual audit):	*Existing Schools (based on the most current annual audit):*
REQUIRED CRITERIA	*REQUIRED CRITERIA*
1. Net assets are positive in the prior two audits;	1. Net assets are positive in the most current audit;
2. The cash balance at the beginning of the school year is positive;	2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;	3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;	4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are consistently paid in a timely manner;	5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;	6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;	7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;
8. Governing board adopts the annual budget;	8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;	9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;	10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;	11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved	12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school's website;
	13. The LCAP is submitted to the appropriate agencies;

An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as __Accomplished [Rating of 4]__.	*An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as __Proficient [Rating of 3]__.*
LCAP submitted to the appropriate agencies, are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.	14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner; 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is generally in place; 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***SUPPLEMENTAL CRITERIA*** 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);

An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	*An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].*
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.	4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	*An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*
REQUIRED CRITERIA 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. **SUPPLEMENTAL CRITERIA**	*An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:* A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	*An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*
1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.	

A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*
New Schools: ***REQUIRED CRITERIA*** 1. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, 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; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;	*New Schools:* *An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:* 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. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	*A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:*
4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school's website; and 8. The LCAP is submitted to the appropriate agencies. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.