



# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 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.



|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                                                                |                      |                                                                                                        |             |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------|-------------|
| <b>Charter School Name:</b>                                                                                                            | <b>TEACH Academy of Technologies</b>                                                                                                                                                                                                                                                                                                                 |                                                                |                      | <b>Location Code:</b>                                                                                  | <b>5982</b> |
| <b>Current Address:</b>                                                                                                                | <b>City:</b>                                                                                                                                                                                                                                                                                                                                         | <b>ZIP Code:</b>                                               | <b>Phone:</b>        | <b>Fax:</b>                                                                                            |             |
| 1- 10000 S. Western Avenue                                                                                                             | Los Angeles                                                                                                                                                                                                                                                                                                                                          | 90047                                                          | (323) 872-0809       | (323) 351-2322                                                                                         |             |
| 2- 10045 S. Western Avenue                                                                                                             | Los Angeles                                                                                                                                                                                                                                                                                                                                          | 90047                                                          | (323) 872-0809       | (323) 351-2322                                                                                         |             |
| <b>Current Term of Charter<sup>1</sup>:</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                      | <b>LAUSD Board District:</b>                                   | <b>LAUSD Region:</b> |                                                                                                        |             |
| July 1, 2020 to June 30, 2025                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      | 1                                                              | South                |                                                                                                        |             |
| <b>Number of Students Currently Enrolled:</b>                                                                                          | <b>Enrollment Capacity Per Charter:</b>                                                                                                                                                                                                                                                                                                              | <b>Number Above/Below Enrollment Capacity (day of visit):</b>  |                      | <b>Above by 64</b>                                                                                     |             |
| 464                                                                                                                                    | 400                                                                                                                                                                                                                                                                                                                                                  |                                                                |                      |                                                                                                        |             |
| <b>Grades Currently Served:</b>                                                                                                        | <b>Grades To Be Served Per Charter:</b>                                                                                                                                                                                                                                                                                                              | <b>Percent Above/Below Enrollment Capacity (day of visit):</b> |                      | <b>Above by 16%</b>                                                                                    |             |
| 5-8                                                                                                                                    | 5-8                                                                                                                                                                                                                                                                                                                                                  |                                                                |                      |                                                                                                        |             |
| <b>Norm Enrollment Number:</b>                                                                                                         | 465                                                                                                                                                                                                                                                                                                                                                  |                                                                |                      |                                                                                                        |             |
| <b>Total Number of Staff Members:</b>                                                                                                  | 21                                                                                                                                                                                                                                                                                                                                                   | <b>Certificated:</b>                                           | 13                   | <b>Classified:</b>                                                                                     | 8           |
| <b>Charter School's Leadership Team Members:</b>                                                                                       | Bridgette Brown, Principal; Christian Gomez, Assistant Principal; Dr. Raul Carranza, CEO/Executive Director; Brionna Williams, HR Manager; Maria Pimenta, HR Director; Shawna Lawson, Business Manager; Frank Williams, Director of Community Relations; Enrique Robles, Director of Operations and Data; Suzette Torres, Director of Academic Data. |                                                                |                      |                                                                                                        |             |
| <b>Charter School's Contact for Special Education:</b>                                                                                 | Noelle Triay, Intern SPED; Bridgette Brown, Principal                                                                                                                                                                                                                                                                                                | <b>SELPA &amp; Option:</b>                                     |                      | <b>LAUSD- Option 2</b>                                                                                 |             |
| <b>CSD Assigned Administrator:</b>                                                                                                     | José Salas                                                                                                                                                                                                                                                                                                                                           | <b>CSD Fiscal Oversight Manager:</b>                           |                      | <b>Joseph Dae</b>                                                                                      |             |
| <b>Other School/CSD Team Members:</b>                                                                                                  | Sunserae Keaton, CSD Specialist                                                                                                                                                                                                                                                                                                                      |                                                                |                      |                                                                                                        |             |
| <b>Oversight Visit Date(s):</b>                                                                                                        | 4/11/2024                                                                                                                                                                                                                                                                                                                                            | <b>Fiscal Review Date (if different):</b>                      |                      | N/A                                                                                                    |             |
| <b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b> | No                                                                                                                                                                                                                                                                                                                                                   | <b>LAUSD Co-Location Campus(es) (if applicable):</b>           |                      | N/A                                                                                                    |             |
| <b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>              | COO                                                                                                                                                                                                                                                                                                                                                  | <b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>      |                      | 10000 Western– max occupancy 294<br>10045 Western – 7 bungalows, each with max occupancy of 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 |
| 3, Proficient                                                     | 1, Unsatisfactory                               | 3, Proficient                                       | 4, Accomplished   |

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”

**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 specific renewal criteria prescribed in statute. .

**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 2023-2024*. 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 |
| <b><u>Areas of Demonstrated Strength and/or Progress</u></b><br><b>G1: Governance Structure and Compliance Monitoring-</b> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils, and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies as evidenced by: <ul style="list-style-type: none"><li>➤ The provided organizational chart which aligns with the operative charter indicating:<ul style="list-style-type: none"><li>○ The CEO of TEACH Public Schools reports to the TEACH Public Schools Board of Directors</li><li>○ The Chief Operating Officer/Chief Financial Officer supervises the Director of Governance and Compliance, Director of Operations and Data Systems, Director of Human Resources, Business Operations Manager, and Director of Student Recruitment and Parent Engagement</li><li>○ There are three LAUSD-authorized charter schools that are part of TEACH Public Schools</li></ul></li><li>➤ TEACH Inc. adopted its bylaws on November 13, 2017, which state that the number of directors shall be no less than five and no more than nine.</li><li>➤ The documentation provided noted the Board has scheduled nine meetings for the 2023-2024 school year.</li><li>➤ The Compliance Monitoring Certification of Board Compliance Review form was certified by the TEACH Public Schools Board on December 19, 2023.</li></ul><br><b>G2: Due Process-</b> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, including but not limited to: <ul style="list-style-type: none"><li>➤ 2023-2024 Student and Parent Handbook (English/Spanish); Employee Handbook 2023-2024; Anti-Discrimination and Anti-Harassment Policy; Title IX Sexual-Harassment Policy and Grievance Procedure; Anti-Intimidation and Anti-Bullying Policy; Due Process Rights for Students Facing Disciplinary Action; Uniform Complaint Procedure Policy (English/Spanish), and a General Complaints Policy.</li></ul> |               |
| <b><u>Areas Noted for Further Growth and/or Improvement</u></b><br>None at this time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
| <b><u>Corrective Action Required</u></b><br>None noted that require immediate action to remedy concerns indicated in this report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |
| <b><u>Notes:</u></b><br><b><u>Notice of Concern</u></b><br>A Notice of Concern (“NOC”) letter was sent on December 19, 2023, and requests TEACH Academy of Technologies, through its governing board and leadership, to comply with all applicable legal, District, and charter requirements relating to its authorized enrollment capacity. TEACH Academy of Technologies school’s current enrollment (465) does not align to, and is inconsistent with, the enrollment capacity (400) authorized by the LAUSD Board of Education. The Charter Schools Division (CSD) requested for TEACH Academy of Technologies to address this concern and provide a written plan that outlines how it intends to align its current enrollment to the authorized enrollment capacity. On January 22, 2024, TEACH Academy of Technologies responded to the NOC, disagreeing with CSD’s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |



assertion that the school has a “capacity” or enrollment limit of 400. The CSD will continue to monitor the school’s enrollment via the oversight process, which may lead to additional tiered intervention, including a Notice to Cure.

TEACH Academy of Technologies cannot receive a rating greater than 3 in this category, as the school has received an overall rating of 1 in the Student Achievement and Educational Performance category (see the highlighted note below).

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (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.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

| Rubric      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sources of Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance | <ul style="list-style-type: none"><li><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li><li><input checked="" type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li><li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li><li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Organizational chart in approved charter</li><li><input checked="" type="checkbox"/> Organizational chart (current)</li><li><input checked="" type="checkbox"/> Board member roster</li><li><input checked="" type="checkbox"/> Bylaws (current)</li><li><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</li><li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li><li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li><li><input checked="" type="checkbox"/> Discussion with leadership</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Other: (Specify)</li></ul> |

**G2: DUE PROCESS – QUALITY INDICATOR**

***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 | <ul style="list-style-type: none"><li><input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</li><li><input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</li><li><input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</li><li><input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Student Discipline Policy</li><li><input checked="" type="checkbox"/> Employee Grievance and Discipline Policy</li><li><input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s)</li><li><input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s)</li><li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Other: (Specify)</li></ul> |

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR*****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 compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



|             |                                                                                                                                                                                                                                                                                        |                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Performance | <input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) | <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation |
|             | <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)                                                  | <input checked="" type="checkbox"/> Board member and executive leadership training       |
|             | <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)                                              | <input checked="" type="checkbox"/> Observation of Governing Board meeting(s)            |
|             | <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)                                           | <input checked="" type="checkbox"/> Discussion with school leadership                    |
|             |                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> Stakeholder focus group                                         |
|             |                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> Other: (Specify)                                                |

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of 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 | <input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff       | <input checked="" type="checkbox"/> Human Resources Policies and Procedures                                                                        |
|             | <input checked="" type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff                     | <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation                                                           |
|             | <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff | <input checked="" type="checkbox"/> Evaluation of Executive Leadership                                                                             |
|             | <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff               | <input checked="" type="checkbox"/> Evaluation of all school-based staff                                                                           |
|             |                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review                                             |
|             |                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) |
|             |                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> Observation of Governing Board meeting(s)                                                                      |
|             |                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> Discussion with school leadership                                                                              |
|             |                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> Stakeholder focus group                                                                                                   |
|             |                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> Other: (Specify)                                                                                                          |

**G5: FISCAL CONDITION - QUALITY INDICATOR*****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 | <div><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</div> <div><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</div> <div><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</div> <div><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</div> <div><p>*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.</p><p>**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.</p></div> | <div><input checked="" type="checkbox"/> Board meeting agendas and minutes</div> <div><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</div> <div><input checked="" type="checkbox"/> Observation of Governing Board meeting</div> <div><input checked="" type="checkbox"/> Discussion with leadership</div> <div><input checked="" type="checkbox"/> Independent audit report(s)</div> <div><input checked="" type="checkbox"/> Other financial information submitted by the school</div> <div><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</div> |

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

*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 | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school <b>consistently adheres</b> 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</li><li><input type="checkbox"/> The school <b>generally adheres</b> 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</li><li><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li><li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Board meeting agendas and minutes</li><li><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</li><li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li><li><input checked="" type="checkbox"/> Discussion with leadership</li><li><input checked="" type="checkbox"/> Independent audit report(s)</li><li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li></ul> |

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1, Unsatisfactory |
| California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Middle Performing |
| <b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |
| <b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br><b>If yes, the school's identification: (See additional information within "Notes" section below)</b><br><input checked="" type="checkbox"/> Comprehensive Support and Improvement (CSI)<br><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |
| <b><u>Areas of Demonstrated Strength and/or Progress</u></b><br><b>A10: Dashboard Schoolwide Suspension Rate</b><br>➤ The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b><u>Areas Noted for Further Growth and/or Improvement</u></b><br><b>A1: Dashboard Schoolwide ELA and A2: Dashboard Student Group ELA</b><br>➤ The schoolwide Dashboard ELA Indicator color is Red, as compared to the state's color of Orange. The school's 2023 schoolwide ELA DFS (-96.2 DFS) is below the state average (-13.6 DFS).<br>➤ None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS<br>o The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged students (-96.3 DFS) is below the state average (-42.6 DFS)<br>o The 2023 average DFS in ELA for the school's Hispanic students (-92 DFS) is below the state average (-40.2 DFS)<br>o The 2023 average DFS in ELA for the school's English Learner students (-129.8 DFS) is below the state average (-67.7 DFS)<br>o The 2023 average DFS in ELA for the school's African American students (-105.1 DFS) is below the state average (-59.6 DFS)<br>o The 2023 average DFS in ELA for the school's Students with Disabilities (-163.6 DFS) is below the state average (-96.3 DFS)<br><br>In light of these results, school leaders report implementing the following to improve ELA outcomes schoolwide and for its numerically significant student groups:<br>o Implementation of ELA curriculum from McGraw Hill with professional development workshops led by McGraw Hill staff. School leadership report that these professional development sessions are held at the beginning of each semester.<br>o A dedicated academic intervention class to support students' reading.<br>o During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform Achieve 3000 for additional instruction in reading. |                   |



- o For the English Learner subgroup, teachers provide integrated ELD instruction using the ELD standards and ELL strategies in ELA. A dedicated instructional aide works with EL students one-on-one and in small groups.
- o For our Students with Disabilities, the school reports that they have staffed instructional aides and a SPED teacher to work with students on their IEPs, classroom accommodations, and differentiated instruction as needed.
- o The school reported that continuous monitoring, the adjustment of instructional strategies, and targeted interventions based on data allow teachers to support students effectively and more efficiently in their classrooms.

**A3: Dashboard Schoolwide Math and A4: Dashboard Student Group Math**

- The schoolwide Dashboard Math Indicator color is Red, as compared to the state's color of Orange. The school's 2023 schoolwide Math DFS (-152.1 DFS) is below the state average (-49.1 DFS).
- None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS
  - o The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged students (-152.3 DFS) is below the state average (-80.8 DFS)
  - o The 2023 average DFS in Math for the school's English Learner students (-175.5 DFS) is below the state average (-93.4 DFS)
  - o The 2023 average DFS in Math for the school's Hispanic students (-148.1 DFS) is below the state average (-80.8 DFS)
  - o The 2023 average DFS in Math for the school's African American students (-161.3 DFS) is below the state average (-104.5 DFS)
  - o The 2023 average DFS in Math for the school's Student with Disabilities (-207 DFS) is below the state average (-127.3 DFS)

In light of these results, school leaders report implementing the following to improve Math outcomes schoolwide and for its numerically significant student groups:

- o Implementation of the McGraw Hill math curriculum for grades 5 and 6 and College Preparatory Math (CPM) for grades 7 and 8. Professional development sessions are led by McGraw Hill and CPM staff. The school also has a CPM coach assigned to the school to provide live demo lessons and math specific coaching and feedback.
- o A dedicated academic intervention class to support students' math.
- o During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform ALEKS for additional instruction in math.
- o Parental involvement is encouraged through communication about the school's math curriculum and resources to support learning at home.

**A5: Dashboard Schoolwide English Learner Progress (ELPI)**

- The schoolwide Dashboard ELPI color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of English Learner students making progress towards English language proficiency (19%) is below the state average (48.7%).

The school leader reports the following efforts to increase English Learner students making progress toward English language proficiency:

- o Exploration and implementation of a new EL curriculum choices such as StudySync by McGraw Hill and Edmentum's Foundations for EL Students course.
- o Increased focused on designated ELD during the Success Academy class.
- o Enrollment in an EL intervention elective course for additional ELD instruction and support based on their performance level.
- o Continue to support professional development for teachers to provide effective integrated ELD instruction aligned with the ELD standards to support student achievement.



- o Observation data cycles with teachers in collaboration with the school's ELD teacher to support professional growth. Observations twice per month for each teacher with EL students.

**A8: Dashboard Schoolwide Chronic Absenteeism- (Grades K-8)**

The schoolwide Dashboard Chronic Absenteeism Indicator color is Red, as compared to the state's color of Yellow. The school's 2023 percentage of chronically absent students (42.9%) is higher than the state average (24.3%).

The school leader reports the following efforts to reduce schoolwide chronic absenteeism:

- o Daily attendance calls from office clerks and parent coordinators.
- o Weekly communication with parents through various media channels.
- o One-on-one conversations with families to identify and address barriers to attendance, offering support such as transportation, social-emotional, academic, or uniform assistance.
- o Attendance letters are sent to students who miss multiple days. Attendance data is included in progress reports distributed monthly.
- o Monthly attendance challenges incentivize attendance with student prizes like free meals to popular restaurants (In'N'Out, Raising Caines, BJ's, Panda Express, Dominos).
- o Bi-monthly attendance committee meetings to strategize and monitor progress based on attendance data provided by the organization's home office.
- o Pre-SART meetings to engage families of chronically absent students.

**Corrective Action Required**

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

**Notes:****Comprehensive Support and Improvement (CSI)**

TEACH Academy of Technologies was identified as a 2023 Comprehensive Support and Improvement (CSI) school eligible under the CSI Low Performing criteria. Per CDE requirements, the school is expected to complete the CSI prompts located in the Plan Summary of the LCAP, as applicable, and approved at the local level (school and LEA) no later than the first day of the 2024–25 school year. In partnership with educational partners, the school shall develop and implement the CSI plan to improve student outcomes based on the indicators in the statewide accountability system.

**English Learner Reclassification**

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 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.***

**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*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 | <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard ("DFS")<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange<br><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red<br><input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*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 | <input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS<br><input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS<br><input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS<br><input checked="" type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS<br><input type="checkbox"/> Not Available - No assessment of performance for this indicator | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*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 |
|--------|--|---------------------|
|--------|--|---------------------|



|                    |                                                                                                                       |                                                                                                                                                                                                        |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue                                        | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |
|                    | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS |                                                                                                                                                                                                        |
|                    | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange   |                                                                                                                                                                                                        |
|                    | <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red                              |                                                                                                                                                                                                        |
|                    | <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard                    |                                                                                                                                                                                                        |
|                    |                                                                                                                       |                                                                                                                                                                                                        |

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*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                                                                                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | <input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS                             | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |
|                    | <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS                 |                                                                                                                                                                                                        |
|                    | <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS     |                                                                                                                                                                                                        |
|                    | <input checked="" type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS |                                                                                                                                                                                                        |
|                    | <input type="checkbox"/> Not Available - No assessment of performance for this indicator                                                         |                                                                                                                                                                                                        |
|                    |                                                                                                                                                  |                                                                                                                                                                                                        |

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*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 | <input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue                                               | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |
|             | <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage |                                                                                                                                                                                                        |
|             | <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange   |                                                                                                                                                                                                        |
|             | <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI color is Red                                     |                                                                                                                                                                                                        |
|             | <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard                           |                                                                                                                                                                                                        |
|             |                                                                                                                    |                                                                                                                                                                                                        |

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

|                                                                                                                                      |                                                                                                                                 |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</b> |                                                                                                                                 |                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>California School Dashboard Schoolwide CCI data (CDE)</li></ul>                                |                                                                                                                                 |                                                                                                                                                                                             |
| Rubric                                                                                                                               |                                                                                                                                 | Sources of Evidence                                                                                                                                                                         |
| Performance                                                                                                                          | <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High                                             | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |
|                                                                                                                                      | <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage |                                                                                                                                                                                             |
|                                                                                                                                      | <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low     |                                                                                                                                                                                             |
|                                                                                                                                      | <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low                                              |                                                                                                                                                                                             |
|                                                                                                                                      | <input type="checkbox"/> Not Available – No assessment of performance for this indicator                                        |                                                                                                                                                                                             |
|                                                                                                                                      | <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school  |                                                                                                                                                                                             |

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

|                                                                                                                                                                                                                                                                       |  |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|
| <b>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</b>                                                                                                                                  |  |                     |
| <ul style="list-style-type: none"><li>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)</li></ul> |  |                     |
| Rubric                                                                                                                                                                                                                                                                |  | Sources of Evidence |



|                    |                                                                                                                                                       |                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | <input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages                         | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Office of Data & Accountability’s Data Set<br><input type="checkbox"/> Other: (Specify) |
|                    | <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages             |                                                                                                                                                                                       |
|                    | <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages |                                                                                                                                                                                       |
|                    | <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages        |                                                                                                                                                                                       |
|                    | <input type="checkbox"/> Not Available – No assessment of performance for this indicator                                                              |                                                                                                                                                                                       |
|                    | <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school                        |                                                                                                                                                                                       |

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

|                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</b> |                                                                                                                                                   |                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li></ul>      |                                                                                                                                                   |                                                                                                                                                                                                        |
|                                                                                                                                      | <b>Rubric</b>                                                                                                                                     | <b>Sources of Evidence</b>                                                                                                                                                                             |
| <b>Performance</b>                                                                                                                   | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue                                                     | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set<br><input type="checkbox"/> Other: (Specify) |
|                                                                                                                                      | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage       |                                                                                                                                                                                                        |
|                                                                                                                                      | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange         |                                                                                                                                                                                                        |
|                                                                                                                                      | <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red                                           |                                                                                                                                                                                                        |
|                                                                                                                                      | <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard                                 |                                                                                                                                                                                                        |
|                                                                                                                                      | <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school |                                                                                                                                                                                                        |

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

|                                                                                                                                      |               |                            |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|
| <b>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</b> |               |                            |
| <ul style="list-style-type: none"><li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li></ul>          |               |                            |
|                                                                                                                                      | <b>Rubric</b> | <b>Sources of Evidence</b> |



|                    |                                                                                                                                                          |                                                                           |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue                                                                | <input type="checkbox"/> California School Dashboard Report (CDE)         |
|                    | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage                  | <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set |
|                    | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange                    | <input type="checkbox"/> Other: (Specify)                                 |
|                    | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red                                                                 |                                                                           |
|                    | <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard                                            |                                                                           |
|                    | <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school |                                                                           |

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

|                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li></ul>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                        |
|                                                                                                                                      | <b>Rubric</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Sources of Evidence</b>                                                                                                                                                                             |
| <b>Performance</b>                                                                                                                   | <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red<br><input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set<br><input type="checkbox"/> Other: (Specify) |

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

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, 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) (Link: [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.**



The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

|                                                                                      |                   |                                                       |                                                                                                     |
|--------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Academic Progress Indicator (ELA): i-Ready K-8 by Curriculum Associates, Grades K-8  | Grade Levels: 5-8 | Assessment Administration: Beginning Year/End of Year | 95% Participation Met*:<br><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Academic Progress Indicator (Math): i-Ready K-8 by Curriculum Associates, Grades K-8 | Grade Levels: 5-8 | Assessment Administration: Beginning Year/End of Year | 95% Participation Met*:<br><input checked="" type="checkbox"/> Met <input type="checkbox"/> 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.

- ☒ The charter school disaggregated student performance data for the following student groups: Ethnicity  
☐ The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
- The charter school provided the following verified data report(s):
  - ☒ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - ☐ MAP Growth by NWEA: *Student Growth Summary Report*
  - ☐ Star Assessment by Renaissance: *Star Growth Report*
  - ☐ Other: Click or tap here to enter text.
  - ☐ The charter school did not provide the correct report from the publisher to determine one year's growth.

**Notes:**

None.

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

**Academic Benchmarks**

TEACH Academy of Technologies must meet the following Academic Benchmarks during the July 1, 2020, to June 30, 2025, charter term. The school shall submit a written status report to the Charter Schools Division annually, no later than December 1, that addresses the benchmarks set forth below:

- 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.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark on the English Learner Progress performance indicator**. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**
- 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.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark in Math** for “All Students” and for all of the school’s numerically significant subgroups. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**
- 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.
  - o **Update:** TEACH Academy of Technologies **is not meeting its benchmark in English Language Arts** for “All Students” and for all of the school’s numerically significant subgroups. Please see the Summary of School Performance section for performance details. **The CSD will continue to monitor the targeted benchmark area as part of oversight.**

**LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

***The CSD reviewed the Local Control Accountability Plan.***

**All requested template information and descriptions were provided:**

**Sources of Evidence**



|                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> LCFF Budget Overview for Parents<br><input checked="" type="checkbox"/> Plan Summary<br><input checked="" type="checkbox"/> Engaging Educational Partners<br><input checked="" type="checkbox"/> Goals and Actions<br><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students<br><input checked="" type="checkbox"/> Action Tables | <input checked="" type="checkbox"/> Local Control Accountability Plan<br><input checked="" type="checkbox"/> Board Agenda and Minutes |
| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                       |
| None.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                       |



| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RATING*       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Summary of School Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3, Proficient |
| <p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>O4: School Climate and Student Discipline-</b> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups. Additionally, as evidenced by observations during the oversight visit and documents submitted in preparation for the visit, the school reported their effective school climate and student discipline to the following:</p> <ul style="list-style-type: none"><li>➤ TEACH Academy of Technologies uses the Positive Behavioral Interventions and Supports (PBIS) framework and Restorative Justice (RJ) practices to establish behavioral supports and social culture needed for all students at the school to achieve social, emotional, and academic success.</li><li>➤ School leadership reported that regular data collection and analysis occur to assess the effectiveness of interventions and make informed decisions for continuous student behavioral improvement. Moreover, all teachers at the school use some type of behavior chart and/or rewards system in the classroom, and positive character displays are celebrated with verbal praise and recognized with awards.</li><li>➤ Community partnerships provide community resources or referrals to students and/or families requiring additional support.</li><li>➤ Certificated and Classified staff receive regular professional development to support student behavior and social-emotional learning.</li><li>➤ Per the LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2022-2023 suspension event rate was 0.00%, and suspension disproportionality rates for the school's Students with Disabilities and African American student groups were 0.00% and 0.00%, respectively.</li></ul> <p><b>O5: Stakeholder Engagement and Involvement-</b> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements as evidenced by documents submitted in preparation for the visit including but not limited to:</p> <ul style="list-style-type: none"><li>➤ A Stakeholder Engagement Calendar that includes Coffee with the Principal, Back to School Night, Understanding Student Data Workshop, Wellness Saturday, Parent Conferences, Parent-Teacher Potluck, English Learner Advisory Committee (ELAC) agendas and sign-ins, and School Site Council agendas and sign-ins.</li><li>➤ Board meeting Calendar, Board agendas and Board minutes; Fiscal reports; Student Accountability Report Card; and LCAP meeting and updates.</li></ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p><b>O1: Implementation of the Educational Program-</b> 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.</p> <ul style="list-style-type: none"><li>➤ On April 28, 2023, the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) determined that "TEACH Academy of Technologies (5-8) deviates significantly from the ACS WASC criteria for accreditation in one or more critical areas. The accreditation status is based on all of the information provided by the school, including the school's report and the completion of the accreditation visit. It is the decision of the Commission to grant Probationary Accreditation Status through June 30, 2025, with a two-day visit in the 2024-2025 school year."</li></ul> |               |



- o Please see the Student Achievement and Educational Performance Summary of Performance for the school's plans to improve ELA and Math outcomes schoolwide and for its numerically significant student groups.

**O2: Meeting the Needs of all Students; Student Group 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/or limited evidence of systems to modify instruction based on data analysis. In light of these results, school leaders report implementing the following to improve ELA and Math outcomes schoolwide and for its numerically significant student groups:

English Language Arts

- o Implementation of ELA curriculum from McGraw Hill with professional development workshops led by McGraw Hill staff. School leadership report that these professional development sessions are held at the beginning of each semester.
- o A dedicated academic intervention class to support students' reading.
- o During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform Achieve 3000 for additional instruction in reading.
- o For the English Learner subgroup, teachers provide integrated ELD instruction using the ELD standards and ELL strategies in ELA. A dedicated instructional aide works with EL students one-on-one and in small groups.
- o For our Students with Disabilities, the school reports that they have staffed instructional aides and a SPED teacher to work with students on their IEPs, classroom accommodations, and differentiated instruction as needed.
- o The school reported that continuous monitoring, the adjustment of instructional strategies, and targeted interventions based on data allow teachers to support students effectively and more efficiently in their classrooms.

Math

- o Implementation of the McGraw Hill math curriculum for grades 5 and 6 and College Preparatory Math (CPM) for grades 7 and 8. Professional development sessions are led by McGraw Hill and CPM staff. The school also has a CPM coach assigned to the school to provide live demo lessons and math-specific coaching and feedback.
- o A dedicated academic intervention class to support students' math.
- o During Success Academy, students take an i-Ready diagnostic assessment and complete lessons tailored to their academic ability levels. Students also use the platform ALEKS for additional instruction in math.
- o Parental involvement is encouraged through communication about the school's math curriculum and resources to support learning at home.

Chronic Absenteeism

- The school's Chronic Absenteeism increased by 0.6% per the California School Dashboard; 42.9% of students were chronically absent. Per school leadership, the following was noted as efforts to increase student attendance:
  - o The school makes daily attendance calls. Weekly communication with parents through various media channels. One-on-one conversations with families to identify and address barriers to attendance, offering support such as transportation, social-emotional, academic, or uniform assistance. Attendance letters are sent to students who miss multiple days. Attendance data is included in progress reports distributed monthly. Incentivize attendance to increase attendance with student prizes. Bi-monthly attendance committee meetings to strategize and monitor progress based on attendance data provided by the organization's home office. Pre-SART meetings to engage families of chronically absent students.

**Corrective Action Required**

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

**Notes:**

None.

**\*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 any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *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; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

***The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:***

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction 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 | <input type="checkbox"/> 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; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report | <input checked="" type="checkbox"/> Key Features of the Educational Program                                              |
|             | <input type="checkbox"/> 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                                                                                                                                                         | <input checked="" type="checkbox"/> Standards-Based Instructional Program                                                |
|             | <input checked="" type="checkbox"/> 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                                                                                                                                    | <input checked="" type="checkbox"/> Master Schedule/Course Schedule                                                      |
|             | <input type="checkbox"/> 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                                                                                                                               | <input checked="" type="checkbox"/> Student Achievement Data Analysis                                                    |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Professional Development documentation                                               |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Classroom/site Observation                                                           |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Discussion with school leadership                                                    |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Other: (Specify)                                                                                |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | High School:                                                                                                             |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> WASC Accreditation Notification Letter                                                          |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> UC Doorways course approval                                                                     |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Graduation Requirement/Policy                                                                   |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Math Placement Assessment Policy                                                                |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate                                    |
|             |                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators                     |

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR*****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, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                      |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | <input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report | <input checked="" type="checkbox"/> Implementation of differentiated instructional strategies                        |
|                    | <input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis                                                                                                                                                              | <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day                     |
|                    | <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> Student Group data analysis                                                      |
|                    | <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> Professional Development documentation                                           |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Classroom/site Observation                                                       |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Discussion with school leadership                                                |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Other: (Specify)                                                                            |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | English Learners                                                                                                     |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Master Plan for English Learners                                                 |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule                           |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners |
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Implementation of a data analysis system                                         |

**O3: SPECIAL EDUCATION - QUALITY INDICATOR*****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 mandated IEP timeline records and accurate service provision records in Welligent

| Rubric      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sources of Evidence                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance | <p><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records</p> <p><input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/></p> <p><input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</p> <p><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</p> | <p><input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports</p> <p><input checked="" type="checkbox"/> District Validation Review (DVR)</p> <p><input checked="" type="checkbox"/> Annual Self-Review Checklist</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> |

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*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, schoolwide positive behavior support, and data monitoring
- 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 | <ul style="list-style-type: none"><li><input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</li><li><input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</li><li><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li><li><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</li><li><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</li><li><input checked="" type="checkbox"/> Professional Development documentation</li><li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality</li><li><input checked="" type="checkbox"/> Classroom/site Observation</li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Other: (Specify)</li></ul> |

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*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), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable 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 | <ul style="list-style-type: none"><li><input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li><li><input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li><li><input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li><li><input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.</li><li><input checked="" type="checkbox"/> Stakeholder Engagement</li><li><input checked="" type="checkbox"/> Stakeholder Consultation</li><li><input checked="" type="checkbox"/> School Site Council (SSC) documentation</li><li><input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation</li><li><input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation</li><li><input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee</li><li><input checked="" type="checkbox"/> School website</li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Stakeholder focus group</li><li><input type="checkbox"/> Other: (Specify)</li></ul> |

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*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 as applicable, prior to the provision of service, and keeps all clearances current



- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- 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 | <input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)<br><input checked="" type="checkbox"/> Staff roster<br><input checked="" type="checkbox"/> School master schedule<br><input checked="" type="checkbox"/> Custodian(s) of Records documentation<br><input checked="" type="checkbox"/> Criminal Background Clearance Certifications<br><input checked="" type="checkbox"/> Teaching credential/authorization documentation<br><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications<br><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification<br><input type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |
|             | <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements<br><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements<br><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements<br><br>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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

N/A

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

| Item                                                                                                                                                                                                                                                                                                                                                                 | Evident                             | Not Evident              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 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) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

| Item                                                                                                                                                                                          | Evident                             | Not Evident              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Notes:</b><br/>Based on the 2023-2024 TEACH Academy of Technologies Emergency Drills Calendar, at the time of the oversight visit, the school had conducted and/or scheduled 3 Fire Drills, 3 Lockdown/Active Shooter Drills, and 3 Earthquake drills. The school noted that moving forward to next school year, when the school calendars its emergency drills, it will make sure it is complying with Ed. Code requirements.</p> <p>Per Ed. Code §§ 32001: “Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.” Ed. Code §§ 32282 specifies, “A drop procedure [earthquake] practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.” (a.2.B.II)</p> |                                     |                          |

**Review of Transparency and Stakeholder Information Compliance Items**

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

| Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evident                             | Not Evident              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| The following information posted to the school's website:<br><input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)<br><input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)<br><input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6<br><input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6<br><input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Access to approved charter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A                                 | N/A                      |
| Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



|                                                                                                                                                                   |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5 |  |  |
| Notes:<br>None.                                                                                                                                                   |  |  |



## Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/11/2024**

| 5982                                            | 2019-2020          |                  |                  |                   |                    | 2020-2021          |                  |                  |                   |                    | 2021-2022          |                  |                  |                   |                    |
|-------------------------------------------------|--------------------|------------------|------------------|-------------------|--------------------|--------------------|------------------|------------------|-------------------|--------------------|--------------------|------------------|------------------|-------------------|--------------------|
| TEACH Academy of Technologies                   | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials |
| 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          |
| Accounts Receivable                             |                    | 1,000,874        | 923,777          | 1,412,006         | 1,414,277          |                    | 2,476,374        | 2,288,869        | 1,929,373         | 1,929,374          |                    | 437,698          | 1,777,906        | 1,925,773         | 2,100,760          |
| Other Current Assets                            |                    | 99,726           | 73,528           | 27,851            | 27,851             |                    | 100,205          | 59,404           | 50,578            | 50,578             |                    | 1,410,688        | 99,023           | 35,685            | 33,950             |
| <b>Total Current Assets</b>                     |                    | <b>2,208,544</b> | <b>1,824,537</b> | <b>3,377,018</b>  | <b>3,379,288</b>   |                    | <b>4,476,390</b> | <b>4,443,735</b> | <b>4,725,259</b>  | <b>4,725,260</b>   |                    | <b>5,148,033</b> | <b>4,839,397</b> | <b>6,376,260</b>  | <b>6,549,512</b>   |
| 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          |
| <b>Total Assets</b>                             |                    | <b>3,485,795</b> | <b>3,155,161</b> | <b>4,605,501</b>  | <b>4,607,771</b>   |                    | <b>5,596,184</b> | <b>5,599,315</b> | <b>5,951,309</b>  | <b>5,951,309</b>   |                    | <b>6,243,441</b> | <b>5,935,486</b> | <b>7,502,798</b>  | <b>7,676,049</b>   |
| <b>Deferred Outflows of Resources</b>           |                    | 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                  |
| <b>Total Liabilities</b>                        |                    | <b>741,264</b>   | <b>641,310</b>   | <b>1,865,729</b>  | <b>1,868,001</b>   |                    | <b>791,772</b>   | <b>1,021,481</b> | <b>1,192,175</b>  | <b>1,267,313</b>   |                    | <b>1,061,644</b> | <b>929,948</b>   | <b>1,724,549</b>  | <b>1,830,723</b>   |
| <b>Deferred Inflows of Resources</b>            |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |
| <b>Net Assets</b>                               |                    | <b>2,744,531</b> | <b>2,513,851</b> | <b>2,739,772</b>  | <b>2,739,770</b>   |                    | <b>4,804,412</b> | <b>4,577,834</b> | <b>4,759,134</b>  | <b>4,683,996</b>   |                    | <b>5,181,797</b> | <b>5,005,538</b> | <b>5,778,249</b>  | <b>5,845,326</b>   |
| 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          |
| <b>Net Income / (Loss)</b>                      | <b>426,176</b>     | <b>357,563</b>   | <b>89,910</b>    | <b>315,831</b>    | <b>315,829</b>     | <b>298,693</b>     | <b>2,064,641</b> | <b>1,838,064</b> | <b>2,019,364</b>  | <b>2,616,899</b>   | <b>207,287</b>     | <b>497,802</b>   | <b>321,543</b>   | <b>1,094,253</b>  | <b>1,161,330</b>   |
| 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                  |
| <b>Inc / (Dec) in Net Assets</b>                | <b>426,176</b>     | <b>357,563</b>   | <b>89,910</b>    | <b>315,831</b>    | <b>315,829</b>     | <b>298,693</b>     | <b>2,064,641</b> | <b>1,838,064</b> | <b>2,019,364</b>  | <b>1,944,226</b>   | <b>207,287</b>     | <b>497,802</b>   | <b>321,543</b>   | <b>1,094,253</b>  | <b>1,161,330</b>   |
| <b>Net Assets, Beginning</b>                    | <b>2,583,779</b>   | <b>2,739,771</b> | <b>2,739,771</b> | <b>2,739,771</b>  | <b>2,739,770</b>   | <b>2,513,851</b>   | <b>2,739,771</b> | <b>2,739,771</b> | <b>2,739,771</b>  | <b>2,739,771</b>   | <b>4,577,834</b>   | <b>4,759,134</b> | <b>4,759,134</b> | <b>4,759,134</b>  | <b>4,683,996</b>   |
| 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)          | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | <b>2,583,779</b>   | <b>2,739,771</b> | <b>2,776,743</b> | <b>2,776,743</b>  | <b>2,739,770</b>   | <b>2,738,789</b>   | <b>2,739,771</b> | <b>2,739,770</b> | <b>2,739,770</b>  | <b>2,739,770</b>   | <b>4,907,362</b>   | <b>4,683,995</b> | <b>4,683,995</b> | <b>4,683,996</b>  | <b>4,683,996</b>   |
| <b>Net Assets, End</b>                          | <b>3,009,955</b>   | <b>3,097,334</b> | <b>2,866,653</b> | <b>3,092,574</b>  | <b>3,055,599</b>   | <b>3,037,482</b>   | <b>4,804,412</b> | <b>4,577,834</b> | <b>4,759,134</b>  | <b>4,683,996</b>   | <b>5,114,649</b>   | <b>5,181,797</b> | <b>5,005,538</b> | <b>5,778,249</b>  | <b>5,845,326</b>   |
| 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                  |

| 5982                                            | Audited Financials |                  |                  |                   |           | 2022-2023          |                  |                  |                   |                    | 2023-2024          |                   |                   |                   |                    |
|-------------------------------------------------|--------------------|------------------|------------------|-------------------|-----------|--------------------|------------------|------------------|-------------------|--------------------|--------------------|-------------------|-------------------|-------------------|--------------------|
| TEACH Academy of Technologies                   | 2019-2020          | 2020-2021        | 2021-2022        | 2022-2023         | 2023-2024 | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim     | Second Interim    | Unaudited Actuals | Audited Financials |
| Cash and Cash Equivalents                       | 1,937,160          | 2,745,308        | 4,414,802        | 6,186,625         | 0         |                    | 3,732,790        | 4,031,255        | 6,166,981         | 6,186,625          |                    | 6,578,324         | 6,059,484         | 0                 | 0                  |
| Accounts Receivable                             | 1,414,277          | 1,929,374        | 2,100,760        | 2,735,862         | 0         |                    | 2,822,683        | 3,166,863        | 958,112           | 2,735,862          |                    | 2,569,031         | 3,334,398         | 0                 | 0                  |
| Other Current Assets                            | 27,851             | 50,578           | 33,950           | 60,639            | 0         |                    | 73,328           | 85,471           | 2,003,486         | 60,639             |                    | 44,578            | 55,727            | 0                 | 0                  |
| <b>Total Current Assets</b>                     | <b>3,379,288</b>   | <b>4,725,260</b> | <b>6,549,512</b> | <b>8,983,126</b>  | <b>0</b>  |                    | <b>6,628,801</b> | <b>7,283,589</b> | <b>9,128,579</b>  | <b>8,983,126</b>   |                    | <b>9,191,933</b>  | <b>9,449,610</b>  | <b>0</b>          | <b>0</b>           |
| Fixed and Other Assets                          | 1,228,483          | 1,226,049        | 1,126,537        | 19,208,397        | 0         |                    | 1,035,430        | 1,146,461        | 1,252,155         | 19,208,397         |                    | 1,169,112         | 19,142,007        | 0                 | 0                  |
| <b>Total Assets</b>                             | <b>4,607,771</b>   | <b>5,951,309</b> | <b>7,676,049</b> | <b>28,191,523</b> | <b>0</b>  |                    | <b>7,664,231</b> | <b>8,430,050</b> | <b>10,380,734</b> | <b>28,191,523</b>  |                    | <b>10,361,045</b> | <b>28,591,616</b> | <b>0</b>          | <b>0</b>           |
| <b>Deferred Outflows of Resources</b>           | 0                  | 0                | 0                | 0                 | 0         |                    | 0                | 0                | 0                 | 0                  |                    | 0                 | 0                 | 0                 | 0                  |
| Current Liabilities                             | 379,886            | 899,472          | 1,524,317        | 3,494,578         | 0         |                    | 1,137,444        | 1,754,338        | 3,349,874         | 3,494,578          |                    | 2,912,781         | 3,217,195         | 0                 | 0                  |
| Other Long Term Liabilities                     | 1,488,115          | 367,841          | 306,406          | 17,824,667        | 0         |                    | 288,421          | 272,569          | 246,547           | 17,824,667         |                    | 227,005           | 18,208,186        | 0                 | 0                  |
| Unfunded OPEB Liabilities                       | 0                  | 0                | 0                | 0                 | 0         |                    | 0                | 0                | 0                 | 0                  |                    | 0                 | 0                 | 0                 | 0                  |
| <b>Total Liabilities</b>                        | <b>1,868,001</b>   | <b>1,267,313</b> | <b>1,830,723</b> | <b>21,319,245</b> | <b>0</b>  |                    | <b>1,425,865</b> | <b>2,026,907</b> | <b>3,596,421</b>  | <b>21,319,245</b>  |                    | <b>3,139,786</b>  | <b>21,425,381</b> | <b>0</b>          | <b>0</b>           |
| <b>Deferred Inflows of Resources</b>            | 0                  | 0                | 0                | 0                 | 0         |                    | 0                | 0                | 0                 | 0                  |                    | 0                 | 0                 | 0                 | 0                  |
| <b>Net Assets</b>                               | <b>2,739,770</b>   | <b>4,683,996</b> | <b>5,845,326</b> | <b>6,872,278</b>  | <b>0</b>  |                    | <b>6,238,366</b> | <b>6,403,142</b> | <b>6,784,313</b>  | <b>6,872,278</b>   |                    | <b>7,221,259</b>  | <b>7,166,235</b>  | <b>0</b>          | <b>0</b>           |
| Total Revenues                                  | 6,448,062          | 8,215,619        | 7,705,772        | 8,741,442         | 0         | 7,609,046          | 8,351,769        | 8,451,129        | 8,763,431         | 8,741,442          | 8,689,268          | 9,449,505         | 9,316,524         | 0                 | 0                  |
| Total Expenditures                              | 6,132,233          | 5,598,720        | 6,544,442        | 7,714,490         | 0         | 7,595,458          | 7,891,509        | 7,826,092        | 7,824,445         | 7,714,490          | 8,237,485          | 9,073,931         | 9,022,567         | 0                 | 0                  |
| <b>Net Income / (Loss)</b>                      | <b>315,829</b>     | <b>2,616,899</b> | <b>1,161,330</b> | <b>1,026,952</b>  | <b>0</b>  | <b>13,588</b>      | <b>460,261</b>   | <b>625,037</b>   | <b>938,987</b>    | <b>1,026,952</b>   | <b>451,783</b>     | <b>375,574</b>    | <b>293,957</b>    | <b>0</b>          | <b>0</b>           |
| Operating Transfers In (Out) and Sources / Uses | 0                  | (672,673)        | 0                | 0                 | 0         | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                 | 0                 | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0                | 0                | 0                 | 0         | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                 | 0                 | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | <b>315,829</b>     | <b>1,944,226</b> | <b>1,161,330</b> | <b>1,026,952</b>  | <b>0</b>  | <b>13,588</b>      | <b>460,261</b>   | <b>625,037</b>   | <b>938,987</b>    | <b>1,026,952</b>   | <b>451,783</b>     | <b>375,574</b>    | <b>293,957</b>    | <b>0</b>          | <b>0</b>           |
| <b>Net Assets, Beginning</b>                    | <b>2,423,941</b>   | <b>2,739,770</b> | <b>4,683,996</b> | <b>5,845,326</b>  | <b>0</b>  | <b>5,005,538</b>   | <b>5,778,250</b> | <b>5,778,250</b> | <b>5,778,250</b>  | <b>5,845,326</b>   | <b>6,403,142</b>   | <b>6,784,313</b>  | <b>6,784,313</b>  | <b>0</b>          | <b>0</b>           |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0                | 0                | 0                 | 0         | 0                  | (145)            | (145)            | 67,076            | 0                  | 207,099            | 61,372            | 87,965            | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | <b>2,423,941</b>   | <b>2,739,770</b> | <b>4,683,996</b> | <b>5,845,326</b>  | <b>0</b>  | <b>5,005,538</b>   | <b>5,778,105</b> | <b>5,778,105</b> | <b>5,845,326</b>  | <b>5,845,326</b>   | <b>6,610,241</b>   | <b>6,845,685</b>  | <b>6,872,278</b>  | <b>0</b>          | <b>0</b>           |
| <b>Net Assets, End</b>                          | <b>2,739,770</b>   | <b>4,683,996</b> | <b>5,845,326</b> | <b>6,872,278</b>  | <b>0</b>  | <b>5,019,126</b>   | <b>6,238,366</b> | <b>6,403,142</b> | <b>6,784,313</b>  | <b>6,872,278</b>   | <b>7,062,024</b>   | <b>7,221,259</b>  | <b>7,166,235</b>  | <b>0</b>          | <b>0</b>           |
| Unrestricted Net Assets                         | 2,739,770          | 4,683,996        | 5,845,326        | 6,872,278         | 0         |                    | 0                | 343,857          | 6,784,313         | 6,872,278          |                    | 7,221,259         | 7,166,235         | 0                 | 0                  |
| Restricted Net Assets                           | 0                  | 0                | 0                | 0                 | 0         |                    | 0                | 598,266          | 0                 | 0                  |                    | 0                 | 0                 | 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.**

**Financial Highlights**

TEACH Academy of Technologies' fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

| FINANCIAL HIGHLIGHTS                                                                                                                                                                         |                                   |                                   |                                   |                                   |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| TEACH Academy of Technologies                                                                                                                                                                | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Second<br>Interim) |
| Net Assets                                                                                                                                                                                   | \$2,739,770                       | \$4,683,996                       | \$5,845,326                       | \$6,872,278                       | \$7,166,235                      |
| Net Income / (Loss)                                                                                                                                                                          | \$315,829                         | \$2,616,899                       | \$1,161,330                       | \$1,026,952                       | \$293,957                        |
| Transfers In / Out                                                                                                                                                                           | \$0                               | (\$672,673)*                      | \$0                               | \$0                               | \$0                              |
| Prior Year Adjustment(s)                                                                                                                                                                     | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |
| Cash and Cash Equivalents                                                                                                                                                                    | \$1,937,160                       | \$2,745,308                       | \$4,414,802                       | \$6,186,625                       | \$6,059,484                      |
| Unrestricted Net Assets                                                                                                                                                                      | \$2,739,770                       | \$4,683,996                       | \$5,845,326                       | \$6,872,278                       | \$7,166,235                      |
| Norm Enrollment Reported by the School                                                                                                                                                       | 473                               | 471                               | 412                               | 415                               | 465                              |
| FINANCIAL RATIO ANALYSIS                                                                                                                                                                     |                                   |                                   |                                   |                                   |                                  |
| <b>Fund Reserve (Reserve for Economic<br/>Uncertainty)</b><br>(Unrestricted Net Assets /Total Expenditures)<br><i>3% - 5% and greater is recommended<br/>(depending on the school's ADA)</i> | 44.68%                            | 83.66%                            | 89.32%                            | 89.08%                            | 79.43%                           |



|                                                                                                                                    |         |         |         |         |         |
|------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| <b>Cash Reserve Level</b><br>(Cash Balance/Total Expenditures)<br><i>5% and greater is recommended</i>                             | 31.59%  | 49.03%  | 67.46%  | 80.19%  | 67.16%  |
| <b>Current Ratio (Working Capital Ratio)</b><br>(Current Assets/Current Liabilities)<br><i>At least 1.2 or 120% is recommended</i> | 889.55% | 525.34% | 429.67% | 257.06% | 293.72% |
| <b>Debt Ratio</b><br>(Total Liabilities/Total Assets)<br><i>Lower than 1.0 or 100% is recommended</i>                              | 40.54%  | 21.29%  | 23.85%  | 75.62%  | 74.94%  |

\*The outbound transfer of (\$672,673) for Fiscal Year 2020-2021 was primarily due to the realignment of the Paycheck Protection Program (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.

#### Charter Operator Fiscal Information

| TEACH Public Schools, Inc.                                         |                     |                                               |                     |                                               |                     |
|--------------------------------------------------------------------|---------------------|-----------------------------------------------|---------------------|-----------------------------------------------|---------------------|
| Source: Independent Audit Report for the Year Ending June 30, 2023 |                     |                                               |                     |                                               |                     |
| # of Charter Schools                                               |                     | Including related parties and charter schools |                     | Excluding related parties and charter schools |                     |
| Operated                                                           | Authorized by LAUSD | Net Assets                                    | Net Income / (Loss) | Net Assets                                    | Net Income / (Loss) |
| 3                                                                  | 3                   | \$15,166,442                                  | \$1,733,980         | \$242,868                                     | (\$298,303)*        |

\*TEACH Public Schools stated that the net loss is primarily due to mid-year salary increases and outstanding receivables from TEACH Las Vegas (TEACH Public Schools is the back-office provider for a separate non-profit TEACH school in Las Vegas, which is run by a separate and independent board.)

**Management Fees:** 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 based on the total revenues of each school that TEACH Public Schools, Inc. operates.

**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. Type of Observation: Checks Outstanding for Over 180 Days**

- **Source(s) of Document Reviewed:** Check Register and Bank Reconciliation Reports.
- **Description of Observation:** The CSD noted five checks, drawn on TEACH charter schools' operating accounts ending in X7843 and X7876, that, as of December 31, 2023, had been outstanding for over 180 days. Details regarding this check are summarized below.

| Item # | Acct. # Ending in | Check # | Check Issuance Date | Payee               | Check Amount | Number of Days Check Outstanding (As of 12/31/2023) | Transaction Description | TEACH Public Schools' Response on 4/2/2024                             |
|--------|-------------------|---------|---------------------|---------------------|--------------|-----------------------------------------------------|-------------------------|------------------------------------------------------------------------|
| 1      | X7843             | 63562   | 4/14/2023           | Teachers on Reserve | \$940.75     | 261                                                 | Substitute services     | Stop payment, void, and reissue (sent to wrong/old address) in process |



|   |       |       |           |                          |             |     |                              |                                                                                                                             |
|---|-------|-------|-----------|--------------------------|-------------|-----|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 2 | X7843 | 63596 | 5/3/2023  | Bay Alarm Company        | \$900.00    | 242 | Alarm services               | Stop payment, void, and reissue (sent to wrong/old address) in process                                                      |
| 3 | X7876 | 72399 | 5/12/2023 | Essential Transportation | \$2,600.00  | 233 | Transportation services      | Stop payment, void, and reissue in process                                                                                  |
| 4 | X7843 | 63627 | 5/19/2023 | PlanConnect              | \$187.50    | 226 | Plan services                | Check was voided and payment was reissued                                                                                   |
| 5 | X7843 | 63707 | 6/29/2023 | Teach Public Schools     | \$18,025.00 | 185 | Business Management Services | Inadvertently issued check to TEACH instead of Charter Impact. Check was voided and payment was reissued to Charter Impact. |

Total: \$22,653.25

- **Charter Operator's Fiscal Policies and Procedures:** Page 12 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."
- **Charter School's or Charter Operator's Response:** TEACH stated that the accounts payable team would send e-mails to the TEACH team when checks reach 90 days. TEACH would then contact the vendor to determine status, request a stop payment, and re-issue of check if needed. All other stale checks would be voided and removed from the system if allowed by law.
- **CSD's Recommendations/Comments:** The CSD recommends that TEACH Public Schools strictly adhere to its governing board-approved fiscal policies and procedures regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for the specified periods of time, and maintain documentation of such, to reduce potential risks of bank overdrafts, inaccurate accounting, fraud, and violation of property rights.

The Charter Schools Division will review the issue referenced above by or 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.

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

N/A

**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, 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 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$1.7M in Accounts Receivable is primarily due to the combination of a) reclassification of \$1.9M "Due from Grantor Government", which was recorded in Accounts Receivable in the Audited Financials, but as Other Current Assets in the Unaudited Actuals, and b) reclassification of Intercompany Receivables for \$165K. The variances of \$17M in Fixed and Other Assets and Other Long-Term Liabilities are primarily due to the ASC 842 lease liabilities and the right of use asset that was recorded after the unaudited actuals.
3. The school's reported Norm Enrollment was 473, 471, 412, 415, and 465 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 8 students (or 1.7%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 465 students, which is 65 students (or approximately 16.3%) above its projected student enrollment for Fiscal Year 2023-2024 (i.e., 400 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023 and projects, a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted virtually at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary via videoconference. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet 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 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, Social Security, 403B, and 457B 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 three interim financial reports (i.e., 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, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later 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. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for 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 as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party 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 2023-2024 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., 2022-2023) 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, contract amendments, 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 outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (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 January 2023 to December 2023) were provided. Reviewed 25 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) 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) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2023 to December 2023), were provided. Selected the months of July 2023 through December 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, 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, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.



26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (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 2022-2023 audit 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, 2023, was \$115,254.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were provided.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or 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 such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

**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 or audited financial result 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><u>Existing Schools (based on the most current annual audit):</u></b><br><br><b><u>REQUIRED CRITERIA</u></b> <ol style="list-style-type: none"><li>1. Net assets are positive in the prior two audits;</li><li>2. The cash balance at the beginning of the school year is positive;</li><li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li><li>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 &amp; 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;</li><li>5. Vendors and staff are consistently paid in a timely manner;</li><li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li><li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li><li>8. Governing board adopts the annual budget;</li><li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li><li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li><li>11. There is no apparent conflict of interest;</li></ol> | <b><u>Existing Schools (based on the most current annual audit):</u></b><br><br><b><u>REQUIRED CRITERIA</u></b> <ol style="list-style-type: none"><li>1. Net assets are positive in the most current audit;</li><li>2. The cash balance at the beginning of the school year is positive;</li><li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li><li>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;</li><li>5. Vendors and staff are generally paid in a timely manner;</li><li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li><li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li><li>8. Governing board adopts the annual budget;</li><li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li><li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li><li>11. There is no apparent conflict of interest;</li><li>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;</li><li>13. The LCAP is submitted to the appropriate agencies;</li></ol> |



***An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].***

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 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 items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
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.

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**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

***An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***

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).

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**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



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| <b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ol style="list-style-type: none"><li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li><li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li><li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li><li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li><li>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;</li><li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li><li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li></ol> | <ol style="list-style-type: none"><li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li><li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li><li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li><li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li><li>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;</li><li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li><li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li></ol> |
| <b><i>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 <u>Developing</u> [Rating of 2].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. Net Assets are positive in the most current audit; 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</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



***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 Developing [Rating of 2].***

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**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);

***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***

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.



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| <b><i>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 <u>Developing</u> [Rating of 2].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"><li>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;</li><li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li><li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li></ol>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>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</u> [Rating of 2].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><u>New Schools:</u></b><br><br><b><u>REQUIRED CRITERIA</u></b> <ol style="list-style-type: none"><li>1. Interim reports and/or unaudited actuals project positive net assets;</li><li>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;</li><li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> 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;</li><li>4. Governing Board adopts the annual budget;</li><li>5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;</li></ol> | <b><u>New Schools:</u></b><br><br><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b><br>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i> . 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 <i>feasible</i> 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.<br><br>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. |



*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].*

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.

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

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

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